

GRADUATE BULLETIN

CRATIS D. WILLIAMS GRADUATE SCHOOL

2005-2007



Appalachian
STATE UNIVERSITY

Academic Calendar for 2005-2006, 2006-2007

FALL SEMESTER, 2005

Aug. 19	Registration
Aug. 23	First day of classes
Sept. 5	Labor Day holiday
Sept. 8	Convocation
Oct. 10-11	Fall break
Nov. 23-25	Thanksgiving holidays
Dec. 6	Last day of formal class meeting pattern
Dec. 7	Reading day
Dec. 8-14	Final examination period (excluding Saturday, Dec. 10 and Sunday, Dec. 11)
Dec. 10	Commencement ceremonies

SPRING SEMESTER, 2006

Jan. 5	Registration
Jan. 9	First day of classes
Jan. 16	Martin Luther King, Jr. holiday
March 13-17	Spring break
April 17-18	Easter holidays
April 26	Last day of formal class meeting pattern
April 27	Reading day
April 28-May 3	Final examination period (excluding Sunday, April 30)
May 6 & 7	Commencement ceremonies

First Summer Session, 2006

May 22	Registration
May 23	First day of classes
June 23	Last day of classes

First Graduate/Teacher Term, 2006

June 5	Registration/first day of classes
June 30	Last day of classes

Second Summer Session, 2006

July 3	Registration
July 4	Independence Day holiday
July 5	First day of classes
Aug. 4	Last day of classes

Second Graduate/Teacher Term, 2006

July 3	Registration/first day of classes
July 4	Independence Day holiday
July 28	Last day of classes

FALL SEMESTER, 2006

Aug. 18	Registration
Aug. 22	First day of classes
Sept. 4	Labor Day holiday
Sept. 7	Convocation
Oct. 12-13	Fall break
Nov. 22-24	Thanksgiving holidays
Dec. 5	Last day of formal class meeting pattern
Dec. 6	Reading day
Dec. 7-13	Final examination period (excluding Saturday, Dec. 9 and Sunday, Dec. 10)
Dec. 9	Commencement ceremonies

SPRING SEMESTER, 2007

Jan. 4	Registration
Jan. 8	First day of classes
Jan. 15	Martin Luther King, Jr. holiday
March 12-16	Spring break
April 9-10	Easter holidays
April 25	Last day of formal class meeting pattern
April 26	Reading day
April 27-May 2	Final examination period (excluding Sunday, April 29)
May 5 & 6	Commencement ceremonies

First Summer Session, 2007

May 21	Registration
May 22	First day of classes
June 22	Last day of classes

First Graduate/Teacher Term, 2007

June 4	Registration/first day of classes
June 29	Last day of classes

Second Summer Session, 2007

July 2	Registration/first day of classes
July 4	Independence Day holiday
Aug. 3	Last day of classes

Second Graduate/Teacher Term, 2007

July 2	Registration/first day of classes
July 4	Independence Day holiday
July 27	Last day of classes



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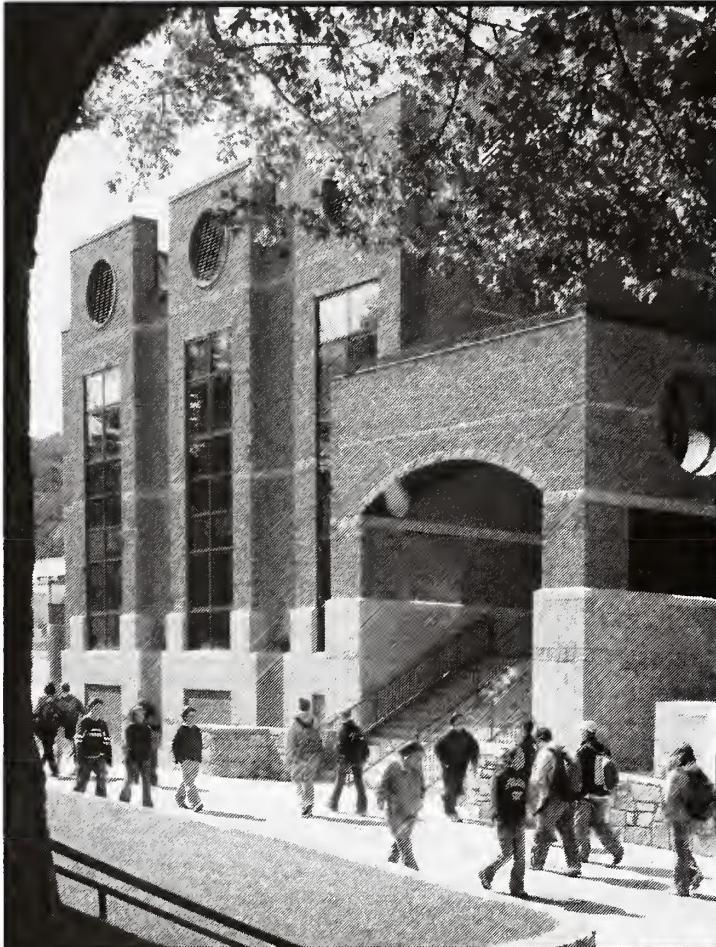
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Appalachian
STATE UNIVERSITY

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The Register

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Dr. Rahman Tashakkori	Computer Science	August, 2006
Dr. Jeffry Hirst	Mathematical Sciences	August, 2007

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Dr. Betty Coffey	MBA Program	Continuing
Dr. Philip Witmer	Accounting	August, 2007

Reich College of Education

Dr. Alecia Jackson	C&I	August, 2007
Dr. George Olson	LES	August, 2005
Dr. Nancy Mamlin	LRE	August, 2006

College of Fine & Applied Arts

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Dr. Cindy McGaha	Family & Consumer Sciences	August, 2005
Dr. Mike Kernodle	HLES	August, 2007

Hayes School of Music

Dr. Douglas James	Music	August, 2007
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The Cratis D. Williams Graduate School

Edelma D. Huntley, Dean of Graduate Studies and Research

Robert L. Johnson, Senior Associate Dean for Research

Holly P. Hirst, Interim Associate Dean for Graduate Studies

Graduate study at Appalachian includes encouraging academic inquiry, providing opportunities and facilities for advanced study and research, developing or extending academic or professional specializations, and facilitating the acquisition of external funds for research, instruction, and service. Accordingly, the Cratis D. Williams Graduate School offers programs leading to the Master of Arts degree with educational licensure for teachers and the Master of Arts and Master of Science degrees in many academic areas. In addition, there are programs leading to the Master of Business Administration, Master of Library Science, Master of Music, Master of Music Therapy, Master of Public Administration, Master of School Administration, the Educational Specialist degree, the Specialist in School Psychology, and the Doctor of Education, all of which are offered during the fall, spring and summer terms. Students may also attend courses scheduled for late afternoons, evenings, and Saturdays, or participate in field-based programs.

The Graduate School has general supervision of all graduate work carried out in the departments, schools, and colleges of the University. In addition, the Graduate School supports faculty and student research and facilitates and coordinates the acquisition of extramural grant funds for the university. The Graduate School consists of a Graduate Faculty represented by the dean, who is the administrative officer, and the Graduate Council. The Dean reports to the Provost and Executive Vice Chancellor and is responsible for research and graduate studies.

PURPOSE

The specific purpose of the Graduate School is to seek to promote and encourage the intellectual and professional development of graduate students and faculty. Within the framework of higher education established by the State of North Carolina, the Graduate School accomplishes this purpose through the promotion and administration of quality programs of graduate education and through the support and facilitation of research and grant activities for the university community. The activities which support this purpose include the evaluation and approval of applicants for graduate study, the review of the qualifications of candidates for graduate degrees, the review of graduate curricula and programs, the oversight of graduate teaching assistant training programs, the review of graduate faculty credentials, and the administration of the assistantship/fellowship/scholarship/tuition remission/award programs. The Graduate School serves as a major advocate for research by assisting faculty in the acquisition of external funding, by providing internal support for research and scholarship, and by insuring a visible profile for university research and grant activities.

RESEARCH FACILITIES AND SUPPORT

The College of Arts and Sciences maintains specialized research facilities which include the Electron Microscopy Laboratory, Appalachian State University Map Library, Center for Appalachian Studies, Dark Sky Observatory, Meteorological Reporting Station, Regional Bureau of Government, as well as numerous field research sites. Research facilities within the College of Fine and Applied Arts are the Human Performance Laboratory, Biomechanics Laboratory, Neuromuscular Laboratory, Athletic Training Laboratory, Physical Education Pedagogy Laboratory, Materials Laboratory, Appropriate Technology Laboratory, and Energy Efficient Building Science Laboratory. The Reich College of Education supports research through the Speech and Hearing Clinic, the Reading Education Curriculum Laboratory, the Western Carolina Research Center, the National Center for Developmental Education, and Appalachian Family Innovations. Housed within the Miriam Cannon Hayes School of Music are the Gilley Recording Studio and the MIDI/Electronic Music Studio.

Supporting these units is the Carol Grotnes Belk Library and Information Commons, a state-of-the-art facility housing approximately 820,000 books and periodicals, electronic media, as well as a number of specialized collections. Statistical consultation and research computing assistance is provided by the Office of Academic Computing Services.

The University Research Council formulates and recommends policies governing research administration at the university. Among other responsibilities, this body works to create an environment conducive to research and the pursuit of external funding and makes recommendations related to human subjects protections, the care and use of laboratory animals, and the responsible conduct of research.

Internal support for research and scholarship is provided by the Cratis Williams Graduate School, and the Faculty and Academic Development Program within the William C. Hubbard Center for Faculty and Staff Support. For example, the Graduate School supports faculty research through the University Research Council Competitive Grants Program and graduate student research through the Thesis and Dissertation Funding Program. The Office of Research and Sponsored Programs, a unit within the Graduate School, assists faculty, staff and graduate students in identifying both public and private sources of external funding and in the preparation of grant proposals. Working with the Office of Public Affairs, the Graduate School disseminates faculty research and scholarly accomplishments through Appalachian Explorations. The Hubbard Center supports a Teaching Enhancement Grant Program and a Textbook Grant Program.

**THE UNIVERSITY
APPALACHIAN'S MISSION**

Appalachian State University is a public comprehensive university, offering a wide variety of degree programs at the baccalaureate, master's, and intermediate levels as well as the Ed.D. in Educational Leadership. With a distinctively residential campus and a faculty and staff characterized by high quality and broad diversity of professional skills, Appalachian takes as its mission the practice and propagation of scholarship. This is accomplished particularly through instruction, but also through the research, creative, and service activities of the University community. Appalachian is committed to excellence in its undergraduate and graduate educational programs, while continuing to serve as a center of cultural and professional activity within its state and region.

- *The University of North Carolina Board of Governors (1998).*

APPALACHIAN'S EXPANSION OF THE MISSION STATEMENT

Founded in 1899 as Watauga Academy, Appalachian State University evolved into a state teachers' college, later broadened its mission to include the liberal arts, gained regional university status, and in 1971 became a part of The University of North Carolina. From its beginning as a small local institution, Appalachian has developed into a university with students from every section of North Carolina, as well as from other states and nations. Throughout its growth, the University has maintained a strong sense of community. It continues to provide educational leadership and service to the state and region. The University is committed to fostering an understanding of Appalachia regional culture and the protection of the natural environment.

Appalachian State University is a comprehensive university, offering a broad range of undergraduate programs and select graduate programs. Undergraduates receive a well-rounded liberal education and the opportunity to pursue a special field of inquiry in preparation for advanced study or a specific career. Graduate students engage in advanced study and research while developing and extending their academic or professional specializations. Although the campus is largely residential in character and its students are predominantly of traditional college age, the University seeks to serve a diverse student body.

With instruction as its primary mission, the University is committed to excellence in teaching and the fostering of scholarship. As an academic community, it takes pride in its tradition of faculty commitment to students both inside and outside the classroom. Mindful of the relationship between the curricular and extracurricular, Appalachian seeks to promote the intellectual, cultural and personal development of its students.

At Appalachian, scholarship and service are complementary to the instructional mission. The major purposes of scholarship, including research, writing and other creative activities, are threefold: to serve as a basis for instruction, to ensure a vital and intellectually engaged faculty, and to contribute to the advancement of knowledge. Service is provided through effective engagement in appropriate professional activities, active participation in the concerns of the University community, consultation services, the extension into the community of the professional knowledge and skills of the faculty, staff and students, and the sharing of the University's cultural and recreational activities.

- *The Appalachian State University Board of Trustees (1995).*

THE EDUCATIONAL GOALS FOR GRADUATE EDUCATION

Graduate Education at Appalachian State University has the following educational goals for each graduate student:

1. To master a particular discipline or field at a level of complexity and generalization that extends knowledge, creativity, and intellectual maturity.
2. To develop an understanding of research, the manner by which research is conducted, the subject matter, bibliography, theory, and methodology of a particular discipline or field.
3. To develop the ability to utilize discipline-appropriate skills to analyze, explore, question, reconsider, synthesize, and apply traditional and contemporary knowledge and methods.
4. To acquire an understanding and commitment to a profession and the professional ethical standards within a given discipline or field.
5. To develop the skills, knowledge and experience necessary for appropriate professional employment, professional development, and/or further graduate study.
6. To develop direct intellectual/creative association with resident graduate faculty as mentors.
7. To develop the ability to communicate effectively in ways that are appropriate to the discipline.
8. To develop awareness of the world's diversity of cultural and national experiences, identities, and values.

In support of these goals and with the cooperation of the appropriate colleges, schools, and departments, the Cratis D. Williams Graduate School of Appalachian State University will:

9. Monitor the quality and currency of graduate programs through systematic program reviews and recommend any needed improvements on the basis of those reviews.
10. Maintain admission standards for graduate students.
11. Provide adequate resources consistent with the needs of graduate education through assistantships, scholarships, and research and grants support.
12. Ensure that graduate faculty possess the necessary scholarly credentials to teach and conduct research with graduate students.

ACCREDITATION

Appalachian State University is accredited by the Commission on Colleges of the SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501) to award Baccalaureate, Masters, Specialists, and Doctoral degrees. In addition to this comprehensive accreditation, other special accreditation by appropriate agencies includes:

AACSB International - The Association to Advance Collegiate Schools of Business
The American Association of Family and Consumer Science (undergraduate)
The American Chemical Society (undergraduate)
The American Dietetics Association
The American Speech-Language-Hearing Association
The Association of University Programs in Health Administration
The Commission on Accreditation of Allied Health Education Programs/Joint Review Committee-Athletic Training
The Commission on Accreditation for Dietetics
The Commission on Accreditation for Marriage and Family Therapy Education
The Computer Sciences Accreditation Board, Inc.
Computing Accreditation Commission of the Accreditation Board for Engineering and Technology
The Council for the Accreditation of Counseling and Related Education Programs
Council on Social Work Education
The National Association of School Psychologists
The National Association of Schools of Art and Design Commission on Accreditation
The National Association of Schools of Music
The National Association of Schools of Public Affairs and Administration
The National Association of Schools of Theatre
The National Council for Accreditation of Teacher Education
The National Recreation and Park Association/American Association for Leisure and Recreation Council on Accreditation
The North Carolina Department of Public Instruction

The University is a member of appropriate state and national associations and organizations to which its professional programs are related. These include, but are not limited to, the following:

The American Association for Marriage and Family Therapy
The American Association of Colleges for Teacher Education
The American Association of University Women
The American Council on Education
The American Counseling Association
The American Music Therapy Association
The Association of Collegiate Schools of Planning
The Association for Gerontology in Higher Education
The Association for Library and Information Sciences Education
The Association of Supervision and Curriculum Development
The Association for Theatre in Higher Education
The Association of Teacher Educators
The Broadcast Education Association
The Carolina's Speech Communication Association
The Conference of Southern Graduate Schools
The Council of Colleges of Arts and Sciences
The Council of Graduate Departments of Psychology
The Council of Graduate Programs in Communication Sciences and Disorders
The Council of Graduate Schools
The Highlands Biological Foundation
The National Association of Business Teacher Education
The National Association of Industrial Technology
The National Business Education Association
The National Collegiate Honors Council
The National Communication Association
The National Film and Video Association
The National Middle School Association
The National Organization on Legal Problems of Education
The North Carolina Academy of Science
The North Carolina Association of Colleges and Universities
The North Carolina Association of Colleges for Teacher Education

The North Carolina Association of Summer Sessions
The North Carolina Dance Alliance
The North Carolina League of Middle Schools
The North Carolina Professors of Educational Leadership
The North Carolina Theatre Conference
Professional and Organizational Development
The Public Relations Society of America
South Atlantic States Association for Asian and African Studies
The Southeastern Theatre Conference
The Southern States Communication Association
The Teacher Education Council of State Colleges and Universities
The U.S. Institute of Theatre Technology

HISTORY OF THE UNIVERSITY OF NORTH CAROLINA

In North Carolina, all the public educational institutions that grant baccalaureate degrees are part of the University of North Carolina. Appalachian State University is one of the 16 constituent institutions of the multi-campus state university.

The University of North Carolina, chartered by the N.C. General Assembly in 1789, was the first public university in the United States to open its doors and the only one to graduate students in the eighteenth century. The first class was admitted in Chapel Hill in 1795. For the next 136 years, the only campus of the University of North Carolina was at Chapel Hill.

In 1877, the N.C. General Assembly began sponsoring additional institutions of higher education, diverse in origin and purpose. Five were historically black institutions, and another was founded to educate American Indians. Several were created to prepare teachers for the public schools. Others had a technological emphasis. One is a training school for performing artists.

In 1931, the N.C. General Assembly redefined the University of North Carolina to include three state-supported institutions: The campus at Chapel Hill (now the University of North Carolina at Chapel Hill), North Carolina State College (now North Carolina State University at Raleigh), and Woman's College (now the University of North Carolina at Greensboro). The new multi-campus University operated with one board of trustees and one president. By 1969, three additional campuses had joined the University through legislative action: the University of North Carolina at Charlotte, the University of North Carolina at Asheville, and the University of North Carolina at Wilmington.

In 1971, the General Assembly passed legislation bringing into the University of North Carolina the state's ten remaining public senior institutions, each of which had until then been legally separate: Appalachian State University, East Carolina University, Elizabeth City State University, Fayetteville State University, North Carolina Agricultural and Technical State University, North Carolina Central University, the North Carolina School of the Arts, Pembroke State University, Western Carolina University, and Winston-Salem State University. This action created the current 16-campus University. (In 1985, the North Carolina School of Science and Mathematics, a residential high school for gifted students, was declared an affiliated school of the University.)

The UNC Board of Governors is the policy-making body legally charged with "the general determination, control, supervision, management, and governance of all affairs of the constituent institutions." It elects the president, who administers the University. The 32 voting members of the Board of Governors are elected by the General Assembly for four-year terms. Former board chairmen and board members who are former governors of North Carolina may continue to serve limited periods as non-voting members emeriti. The president of the UNC Association of Student Governments, or that student's designee, is also a non-voting member.

Each of the 16 constituent institutions is headed by a chancellor, who is chosen by the Board of Governors on the president's nomination and is responsible to the president. Each institution has a board of trustees, consisting of eight members elected by the Board of Governors, four appointed by the governor, and the president of the student body, who serves ex-officio. (The NC School of the Arts has two additional ex-officio members.) Each board of trustees holds extensive powers over academic and other operations of its institution on delegation from the Board of Governors.

STUDENT ASSESSMENT

As a public University (a member institution of The University of North Carolina), Appalachian has an obligation to provide relevant student information to the State of North Carolina. This being true, the University periodically surveys and/or tests designated groups within its student population. The University transmits the information to The University of North Carolina's Office of the President and, ultimately, to the State of North Carolina. The surveys/tests are used to assess academic programs, student achievement, student perceptions and attitudes, etc. The information obtained plays an important role in the determination of policy at the institutional level, and in the creation and continuation of programs within the University of North Carolina System.

Students should understand that information obtained through the surveys/tests is protected by the Family Educational Rights and Privacy Act of 1974, a federal statute that prohibits the release of student information in a form that identifies an individual student. Information that identifies an individual student can be released, but only with the explicit written permission of that student.

Special Service Programs for the Region

In accordance with its mission to serve the people of the region in which it is located, Appalachian State University sponsors several programs designed to serve the educational, cultural, social, economic and governmental needs of the people and institutions of its region:

THE APPALACHIAN LOFT (NEW YORK CITY) AND THE APPALACHIAN HOUSE (WASHINGTON, D.C.)

Appalachian State University maintains two off-campus residential facilities outside of Boone for experiential studies:

THE APPALACHIAN LOFT, in New York City, consists of some 4,400 square feet of living space for visitors. Located at 117 East 24th Street, between Park Avenue and Lexington, the Loft is within easy walking distance of the Arts District, Theater District, restaurants, and shopping.

THE APPALACHIAN HOUSE is a four story townhouse on Capitol Hill in Washington, D.C. This historic residence, located at 622 North Carolina Avenue is directly across from the Eastern Market, and within walking distance of restaurants and the Metro system. For reservations or questions, please contact the Reservation Coordinator at (828)262-2132, or visit our web site at www.ny.appstate.edu

APPALACHIAN REGIONAL BUREAU OF GOVERNMENT

Mona R. Brandon, Executive Director

The Bureau's primary goal is to serve local government and law enforcement personnel in the region and beyond, enabling them to function more effectively. These services are chiefly in the form of in-service training, technical assistance, research, and information. Educational programs sponsored by the Bureau are in the areas of law enforcement, budgeting, financial and personnel management, planning, tourism, zoning and land use planning, historic preservation, and environmental concerns.

CENTER FOR APPALACHIAN STUDIES

Patricia D. Beaver, Director

Through programs and projects in such areas as the Appalachian region's history, culture, arts, and social and environmental concerns, the Center for Appalachian Studies assists in the clarification and evaluation of regional issues. The center also publishes the Appalachian Journal, works closely with the Appalachian Collection, a research library, the Appalachian Cultural Museum, and coordinates the Appalachian Studies undergraduate minor, the graduate certificate program in Appalachian Studies, and M.A. programs.

OFFICE OF ARTS AND CULTURAL PROGRAMS

Denise R. Ringler, Director of the Office of Arts and Cultural Programs

Hank T. Foreman, Director and Chief Curator of the Turchin Center for the Visual Arts

A variety of activities are offered throughout the year to enhance the cultural and intellectual environment of Appalachian, and to heighten student and community appreciation of the role played by the arts in society. Programs are designed to complement classroom studies, as well as the wide range of student and faculty presentations in music, theatre, dance, and visual arts. There is a cultural event at Appalachian almost every day of the academic year.

PROGRAMS ADMINISTERED BY THE OFFICE OF ARTS AND CULTURAL PROGRAMS encompass three general areas: the Performing Arts Series, An Appalachian Summer Festival, and visual arts programs offered by the Turchin Center for the Visual Arts.

The Performing Arts Series is available by subscription, season ticket, or individual ticket, and is scheduled to correspond with Appalachian's academic year. Students and faculty members, as well as area residents and visitors to the High Country, are all considered in planning each season's line-up of performers. Musical events range from symphony orchestra and chamber music performances to jazz and contemporary artists. Theatre productions run the gamut from serious drama to Broadway musical tours. Dance performances offer an equally wide array of styles, from ballet to modern dance to dance forms representing cultural traditions from around the world.

An Appalachian Summer Festival is North Carolina's premier arts festival featuring the very best in music, dance, theatre, and the visual arts. Presented during the month of July, the festival has grown in its twenty year history, from a popular local and regional event to become a destination for visitors from around the country, who are attracted by its artistic quality and the natural beauty of the High Country. In recent years, the festival has been selected as one of the "top twenty events in the Southeast" by the Southeast Tourism Society. The festival's line-up boasts world-renowned performers, as well as the finest cultural traditions of the Appalachian region.

At the heart of An Appalachian Summer Festival is a remarkable array of musical offerings. Symphony and chamber music performances, School of Music faculty, and guest artists from around the world offer a diverse musical menu. The North Carolina Symphony, Louisville Orchestra, Preservation Hall Jazz Band, the Broyhill Chamber Ensemble (in residence during the festival) and guest artists Andre' Watts, Pinchas Zukerman, Dawn Upshaw, Roberta Peters, Robert Merrill, Doc Watson, Chet Atkins, Arlo Guthrie and Willie Nelson are but a few of the artists who have appeared at the festival in the past. The very best in the world of

dance is also represented by An Appalachian Summer Festival. Artists of the New York City Ballet, the Ohio Ballet, Miami City Ballet, American Indian Dance Theatre, Paul Taylor Dance Company, North Carolina Dance Theatre, Atlanta Ballet and Hubbard Street Dance Chicago have all graced its stages in past years. The festival's dynamic "Works in Progress" presents staged theatre readings of new works by some of the country's finest playwrights, composers, directors, actors and musicians, shaped by a process of collaboration among various arts disciplines. Visual arts programming is represented by two national juried visual arts exhibitions, the Rosen Outdoor Sculpture Competition and Exhibition, and the Halpert Biennial Visual Arts Competition.

Appalachian's vision of establishing a regional visual arts center has become a reality, in the form of the **Turchin Center for the Visual Arts**, the largest visual arts center in northwestern North Carolina, Eastern Tennessee, and Southwest Virginia. The center is devoted specifically to exhibition, education and outreach programs in the visual arts. Exhibits focus on a blend of new and historically important artwork, and feature works of nationally and internationally renowned artists, as well as many of the finest artists of the region. The center's spectacular gallery spaces as well as the studios and outdoor sculpture gardens of this magnificent building provide a dynamic setting for the viewing and enjoyment of art. Students as well as community members will also find in the Turchin Center a welcoming gathering place devoted to teaching and the exploration of the visual arts through such initiatives as a Community Art School and its multitude of workshops, lectures, and other programs, as well as a strong connection to the University's highly acclaimed Department of Art.

Farthing Auditorium, the venue for many of the events sponsored by the Office of Arts and Cultural Programs, is an 1,800 seat auditorium, used as a road house for touring productions and the programs of academic units, student activities, and community arts organizations.

PROGRAMS PRESENTED BY THE ACADEMIC ARTS UNITS

The **Hayes School of Music** presents a number of concerts and recitals by Appalachian faculty and students in Rosen Concert Hall and Recital Hall of the Brody Music Center. These presentations range from solo recitals to large ensemble concerts which are generally free to the public.

The **Department of Theatre and Dance** offers both faculty and student productions in the Valborg Theatre and in the I.G. Greer Studio Theatre. During a four-year period, the offerings cover a wide range of dramatic literature and styles. The Appalachian Dance Ensemble performs both student and faculty works each year.

The **Department of Art** maintains an active exhibit program. Several student, faculty, and regional artists exhibitions are displayed each year.

THE BRODY INN AND CONFERENCE CENTER

Douglas Uzelac, General Manager

Appalachian's Brody Inn & Conference Center is a premier lodging, dining, banquet and meeting facility. It is located on the western end of campus at an elevation of 3500 feet. The Center has 83 guestrooms and a conference facility that emphasizes a comfortable, distraction-free, environment to satisfy needs for a retreat-style meeting site. The flexible conference space is both hi-tech and spacious that can accommodate groups up to 450 persons. The 20 conference rooms provide over 20,000 square feet of flexible space, which can be utilized for meetings and banquets, and is the largest conference facility in the High Country.

The Jackson Dining Room & Lounge at the Center serves a delectable blend of entrees featuring southern sophistication with "mountain" flair. In addition to its daily serving of breakfast, buffet lunch, and dinner, it also serves a Sunday brunch. The AppCard is accepted in the dining room. Reservations are requested for dinner.

The facility was created to increase the University's capability to fulfill its responsibility for academic excellence as a regional institution. Through its facilities and staff, the Center strives to meet the educational needs of the business community, the campus and the region.

COMMUNICATION DISORDERS CLINIC

Mary Ruth Sizer, Director

The Appalachian State University Communication Disorders Clinic provides diagnostic and remedial/therapeutic services in the areas of audiology, counseling, special education, speech and language pathology, and reading. Counseling services are for children and families. Special education services are for preschool and school-aged children. All other services are available to persons of all ages in the region. The clinic also functions as a laboratory for students in the communication disorders and teacher education programs. There is presently no charge to Appalachian students for these services. The clinic office is located in room 114 of Edwin Duncan. For more information, call (828) 262-2185.

EXTENSION AND DISTANCE EDUCATION*Tom Fisher, Director*

The Office of Extension and Distance Education is the administrative unit of the University responsible for the implementation of off-campus degree credit programs and courses. Through coordination with the academic departments, institutional resources are extended into the University's service region primarily via The Appalachian Learning Alliance, a cooperative partnership between Appalachian State University and ten regional community colleges, and the UNC Graduate Centers.

INSTITUTE FOR HEALTH AND HUMAN SERVICES*John M. Turner, Director*

The purpose of the Institute for Health and Human Services is to provide research, clinical services, and training programs to meet the needs of students, faculty, and the region. A goal of the Institute is the advancement of knowledge through research and the utilization of that knowledge to improve the delivery of health and human services. The Institute increases access to university clinical services and supports clinical internships. Opportunities for interdisciplinary research for students and faculty are provided, and training and service collaborations with regional providers of health and human services are promoted by the Institute.

MATHEMATICS AND SCIENCE EDUCATION CENTER*Phillip E. Johnson, Interim Director*

The Appalachian Mathematics and Science Education Center is one of eleven centers which are part of the North Carolina Mathematics and Science Education Network. Other centers are located on ten University of North Carolina campuses. The mission of the MSEN is to improve the quality and quantity of mathematics and science teachers in the state. Consequently, the center regularly offers courses, workshops, institutes, and conferences, both on campus and at various sites throughout the region for teachers and students preparing to teach.

The center is located in rooms 220, 221 and 222 of Walker Hall and houses a vast array of science and mathematics materials which can be checked out and used not only by Appalachian faculty and area public school teachers, but by students as well. Science and mathematics manipulative kits, journals, video tapes, textbooks, and models are available for use by students enrolled in methods classes or who are student teaching. Appalachian faculty and students are welcome to come in and browse through the center's materials.

NATIONAL CENTER FOR DEVELOPMENTAL EDUCATION*Hunter Reed Boylan, Director*

The Center is the nation's primary resource for information, training and research in the field of developmental education. Developmental education is that aspect of postsecondary education concerned with the learning and human development needs of academically underprepared students. Each year hundreds of postsecondary educators take advantage of Center services. The Center is located within the Reich College of Education.

NORTH CAROLINA SMALL BUSINESS AND TECHNOLOGY DEVELOPMENT CENTER (SBTDC)*William L. Parrish, Jr., Director*

The North Carolina SBTDC is a business and development service of the University of North Carolina system. The Appalachian-Foothills Regional Service Center is hosted by Appalachian's Walker College of Business and maintains offices on-campus and in Hickory, providing University outreach to a 14 county region of North Carolina. As the state's primary provider of management and technical assistance to the business community, the SBTDC's primary focus is providing management counseling to established firms, high growth companies and later stage start-up businesses. Specific assistance areas include strategic planning, marketing, financial management, loan application, capital formation issues, and general business management. The SBTDC provides linkages between the business community and Appalachian's faculty and graduate business students. Through their regional offices, the SBTDC also provides access to experts in technology development and commercialization, government procurement opportunities, and international trade and market research.

Academic Affairs

APPALACHIAN REGIONAL DEVELOPMENT INSTITUTE

J. Paul Combs, Director

The Appalachian Regional Development Institute (ARDI) is an applied research and public service program of Appalachian State University. Through ARDI, the University makes its resources, faculty and professional staff available to address economic, business, government, and social issues and problems related to regional development. The Institute conducts research on regional development problems and provides direct assistance to local and regional organizations involved in economic and community development. It works within and outside the University to improve the quality of life and economic opportunities for people in western North Carolina.

By focusing on regional development, the Appalachian Regional Development Institute integrates the University's teaching, research and service missions. The University's teaching mission includes adult skill development, strategic planning assistance and development of leadership skills. These are all important components to build the economic capacity of local areas. Within all its areas of emphasis, ARDI provides a broad range of training and continuing education programs, including workshops, courses, seminars and conferences. Although its primary geographic area of operation is western North Carolina, ARDI also tackles national and global issues relevant to regional development.

ARDI's activities are organized into functional areas. The Appalachian International Business Center (AIBC) supports international trade; especially export development, for western North Carolina. The Information Technology Center promotes telecommunications and electronic commerce as tools for economic and social development. The Workforce Development Center conducts labor market studies and carries out research on various workforce development issues. In its state-of-the-art computer lab, this center offers hands-on seminars and workshops covering many computer technology applications. The Energy Center supports energy research and development by faculty, staff and students in areas of energy efficiency, renewables, policy analysis, and forecasting.

In its Regional Outreach function, ARDI matches Appalachian faculty with the technical assistance and applied research needs of business, government, and nonprofit organizations in the University's service area. In addition, ARDI assists with all aspects of strategic and technical assistance for economic development organizations, local governments, not-for-profit organizations and businesses through its Economic and Community Development efforts. And finally, its Entrepreneurship initiatives support innovation, technology transfer and business development in the region.

DIVISION OF CONTINUING EDUCATION

Richard B. Parrott, Director

In cooperation with each of the colleges of the University, the Division of Continuing Education strives to provide educational experiences for those outside the confines of the University through field-based courses, conferences, and camp programs.

Although the Division of Continuing Education does not grant degrees, the offices within the Division of Continuing Education work closely with all academic departments and divisions of the University in order to better serve the various groups and populations calling upon the University for its services. The offices within the Division of Continuing Education are:

- The Office of Conferences and Institutes
 - Camp Broadstone
- The Office of Extension and Distance Education
 - Appalachian Learning Alliance

OFFICE OF CONFERENCES AND INSTITUTES

Peter Vandenberg, Director

The University encourages the use of its resources and facilities by groups that are interested in providing educational and/or recreational workshops, clinics, camps, retreats, conferences, seminars, and meetings. The Office of Conferences and Institutes is responsible for the development, coordination, promotion and management of non-credit continuing education programs. Programs are offered to individuals, utilizing the resources of a diversified faculty and staff and the modern facilities, equipment, and accommodations at the Broyhill Inn and Conference Center, Camp Broadstone, the main campus, and the surrounding region.

Increasingly business, industry and professional associations are requiring their members to return periodically to school in order to maintain a high level of currency in their fields. Appalachian responds to these needs within its service region in arranging for specially designed non-credit courses and programs and uses the Continuing Education Unit (CEU) as a measure of academic achievement.

For information, contact the director of the Office of Conferences and Institutes, University Hall, Appalachian State University, Boone, NC 28608. Phone (828) 262-3045.

CAMP BROADSTONE

In an effort to encourage learning and appreciation of the natural world through discovery and participation in firsthand encounters, Appalachian State University provides the facilities and resources of Camp Broadstone to groups seeking outdoor learning experiences. The 53-acre camp is located in Valle Crucis alongside the Watauga River, only six miles from the main campus. The camp facilities provide year-round housing for 100 people (groups and family) and a multipurpose dining hall capable of feeding 150. During the summer months, the camp operates a six-week residential enrichment program for gifted and talented children.

The University encourages the use of the camp by students, faculty, staff, community and civic groups, and constituents of the University's service region.

For information, contact the director of Camp Broadstone, 1431 Broadstone Road, Banner Elk, NC 28604. Phone (828) 963-4640 or 262-3045.

OFFICE OF EXTENSION AND DISTANCE EDUCATION

Tom Fisher, Director

The Office of Extension and Distance Education is the administrative unit of the University responsible for the implementation of off-campus degree credit programs and courses. Through coordination with the academic departments, institutional resources are extended into the University's service region primarily via The Appalachian Learning Alliance, a cooperative partnership between Appalachian State University and ten regional community colleges, and the UNC Graduate Centers.

The Appalachian Learning Alliance is comprised of ten area community colleges and Appalachian State University. The goal of the Alliance is to provide undergraduate degree-completion and graduate degree programs on the campuses of these community colleges in order to support increased access to educational opportunities for individuals who are unable to attend on-campus offerings at Appalachian State University. The community colleges included in the Appalachian Learning Alliance are: Caldwell Community College and Technical Institute, Catawba Valley Community College, Cleveland Community College, Forsyth Technical Community College, Isothermal Community College, Mayland Community College, McDowell Technical Community College, Surry Community College, Western Piedmont Community College, and Wilkes Community College.

Appalachian, also, has graduate degree programs offered at the UNC Graduate Center on the campus of Winston-Salem State University and selected other locations. For a list of current programs and locations, please consult the Office of Extension and Distance Education web site at www.ext-dl.appstate.edu.

For additional information about credit courses and programs offered off-campus, please contact the Office of Extension and Distance Education, P.O. Box 32054, University Hall Drive, Boone, NC 28608-2054, or call (828) 262-3113 or (800) 355-4084.

DIVERSITY

Harry L. Williams, Associate Vice Chancellor for Diversity

Appalachian is committed to increasing diversity among students, faculty and staff. There is a continuing need at Appalachian, as there is nationally, to expand and enhance racial, ethnic and cultural understanding, not only because it is morally correct, but because the students we educate will be in a better position to use their education if they understand cultural differences and appreciate people with backgrounds other than their own. The Associate Vice Chancellor for Diversity is responsible for implementing the University's diversity plan, working with the entire University community to identify and implement strategies that will lead to a more diverse learning community at Appalachian. Web site: www.diversity.appstate.edu

THE EQUITY OFFICE

Linda K. Robinson, Director

The Equity Office at Appalachian State University is charged with managing complaints about unfair treatment based on some form of discrimination and, then, working to resolve those issues with the individuals and units involved. Providing proactive, preventive education and training programs that support and encourage an environment free from discrimination is an integral function of the Equity Office as well. As a natural extension of its mission, the Equity Office seeks to advance campus-wide endeavors that celebrate diversity and foster appreciation of differences. Web site: www.equity.appstate.edu

WILLIAM C. HUBBARD CENTER FOR FACULTY AND STAFF SUPPORT

Peter W. Petschauer, Director

The Hubbard Center provides professional and personal support to faculty and staff through four interrelated programs: Faculty and Academic Development, Health Promotion, Counseling for Faculty and Staff, and Organizational Development.

Faculty and Academic Development offers a variety of professional development opportunities that focus on enhancing faculty performance and deepening faculty satisfaction by supporting the teaching-learning process. Programs include on-campus work-

shops and seminars, funding for off-campus workshops and seminars, special interest groups, grants to enhance faculty skills and/or student learning, analysis of teaching for improvement, special support for new faculty, and print and web resources.

Health Promotion provides a comprehensive and broad range of services to assist faculty and staff in improving their health status. Services include health screenings (fitness assessments, multi-chemistry/cholesterol, prostate cancer, blood pressure, diabetes, mammograms, and skin cancer), exercise groups, registered dietitian (disease prevention, weight loss, cholesterol and triglyceride management and diabetes management), adult immunizations (influenza, pneumonia, hepatitis A and B and tetanus), and classes on special health topics (back safety, flu prevention).

Counseling for Faculty and Staff provides confidential screening, referral, and counseling services to faculty and staff and their immediate families. The program also sponsors support groups and educational classes on topics such as relationship concerns, alcohol abuse, and conflict mediation.

Organizational Development focuses on systemic issues that have an impact on the quality of life of faculty and staff through research, consultation, and leadership initiatives.

INFORMATION TECHNOLOGY SERVICES

Jeff T. Williams, Director

Information Technology Services (ITS) assists students, faculty, and staff in meeting their hardware, software, and communications needs with respect to academic and administrative computing and general computing support. ITS works closely with other campus entities to coordinate personnel and resources in support of information technology. The department consists of five units, each with its own unique mission:

ACADEMIC COMPUTING SERVICES

The primary mission of Academic Computing Services (ACS) is to provide an appropriate level and range of hardware, software, and consulting support to meet the academic computing needs of students, faculty, and academic staff. Within the limits of its resources, ACS provides adequately equipped and staffed on-campus computer laboratories to enable students to accomplish computing-related academic assignments. ACS is responsible for activities related to the installation of software, consultation for equipment acquisition and coordination of shared local area network resources. This unit also supports faculty and students who own their own computers. ACS supports faculty in their classroom use of computers as well as in other class-related or professional research activities employing information technology. With respect to each of the campus groups which constitute its clientele, ACS seeks both to provide for current needs and to anticipate those which are likely to arise in the future. It also provides support to campus users in the areas of consulting, training and use of supported software. Services include assistance in problem solving, phone support, coordination of activities with other units, resource material referrals and classroom instruction.

APPLICATIONS, DATA BASE AND SERVER MANAGEMENT SERVICES

The group is divided into three major sections. The primary mission of the Applications section is the design, development, implementation and support of user applications on a variety of server platforms. Consulting services are provided to users in assessing different approaches and addressing potential solutions in meeting demands for services. This group is responsible for investigating and implementing new technologies as cost effective alternatives become available in providing business solutions. The Server Management and Database section is responsible for server deployment, system tuning, monitoring of equipment and resolution of problems. This group supports all major software and hardware platforms as necessary to operate the enterprise. This includes the administration and updating of the servers, application of critical software patches for security purposes and installing and updating software in a timely manner to support user applications. The primary mission of the Webmaster section is the design, flow, navigation and content of the primary university web pages. Also, this section does extensive consulting with division and departmental individuals in all matters related to web pages.

INSTRUCTIONAL COMPUTING SERVICES

The mission of this unit is to provide training and consulting services to faculty in using computers for instructional purposes and to provide training services in personal computer applications to university employees. Specific responsibilities of ICS include: develop and deliver training and consulting services for the appropriate integration of computer technologies into teaching and learning; provide a variety of computer training services to Appalachian faculty, administration, and staff; advocate for resource allocations necessary to effectively use and explore potential uses of computing in teaching and learning; promote the integration of computer technologies with other available pedagogical tools; collect, analyze and disseminate information relating to "best practices" in instructional computing, both within University and the UNC System; provide a focal point for university efforts and initiatives relating to teaching and learning with technology; and be the liaison from Appalachian State University to the Teaching and Learning with Technology Collaborative component of the UNC General Administration. ICS works closely with other areas of the University including all areas of Information Technology Services, Academic Computing Services, and the Hubbard Center for Faculty and Staff Development, the Instructional Technology Center, the University Libraries and IT specialists in the various colleges.

NETWORK SUPPORT SERVICES

This unit provides technical computer networking infrastructure support to authorized users for access to the university communications backbone. This includes the design, installation, monitoring and support of specialized communications equipment attached to the campus backbone as well as access to external networks as required by campus users. Network security, network user registration and network configuration functions are provided and coordinated by this group. This group supports and configures all switches and routers that make up the university data network backbone. This unit coordinates its activities closely with other campus units involved with premise wiring, backbone planning and support.

OPERATIONS SUPPORT SERVICES

This unit is responsible for providing a stable production server environment for local and remote access to the central computer facility. This includes support for production batch processing, handling and distribution of computer generated output, optical scanning, coordination with users, system monitoring, disk backups, equipment installation, coordination of hardware maintenance services, monitoring of equipment and involvement in the resolution of problems. This group also coordinates the ordering and monitoring the use of specialized computer output forms and preparation for distribution.

SECURITY ADMINISTRATION

The primary purpose of this group is to assist in the development and review of the security program, monitor compliance, perform vulnerability assessments, promote good security practices across the campus and work with the technology staff to implement and maintain adequate protection for workstations and servers for the enterprise. It is also responsible for the management of prevention and intrusion devices as a means of protecting valuable information and resources on the campus. A daily review of logs is performed and appropriate actions are taken to resolve issues or measures are taken to reduce future risks.

INSTRUCTIONAL TECHNOLOGY CENTER

Charles M. Kreszock, Director

(828) 262-4080

www.itc.appstate.edu

The Instructional Technology Center, unique in the UNC system, is located on the ground floor of the Old Belk Library. The ITC is the support unit providing professional consultation, expertise and production for the development and delivery of educational materials and information to the faculty, staff and students of Appalachian. The Instructional Technology Center utilizes the latest technologies and offers audio-visual equipment checkout, copying and binding services, photography services, graphic and web materials design, video production and editing and repair of University owned AV and computer equipment.

ITC also offers professional consultation and implementation of distance education courses and e-Learning utilizing the internet, NCREN, the North Carolina Information Highway and satellite technologies. Delivery of course materials, classes or individual playback services from remote sites or from ITC is available to the campus community upon request. A professional staff is on site to offer assistance.

OFFICE OF INTERNATIONAL PROGRAMS

Web Site: www.oip.appstate.edu

238 I.G. Greer Hall

T. Marvin Williamsen, Associate Vice Chancellor for International Programs

Robert White, Associate Director, Foreign Student Advisor

Nancy Wells, Director, International Student Exchange and Study Abroad

Denise Goetz, Study Abroad Advisor

Timothy Zacher, Coordinator of Student and Scholar Services

Meg Marck-Kennedy, Director, Appalachian Overseas Education Programs

Ruth Cook, Director, K-12 International Outreach Program

The Office of International Programs supports a variety of international campus efforts, including a broad range of services for students and faculty interested in study, research, and teaching abroad. Appalachian is committed to providing a well-rounded education, understanding that our graduates must be prepared for citizenship in a global, interdependent world. The office provides information about international exchange opportunities and study abroad options in other nations, as well as material on scholarships for students and support for faculty foreign scholarly travel. The Office of International Programs sponsors and coordinates various exchange programs for students and faculty, and issues international student identification cards. The Office of International Programs provides North Carolina educators a resource for their classrooms through the K-12 International Outreach Program, which provides curriculum resources and interactive, educational programs on various countries, cultures, and international current events.

STUDY ABROAD

Appalachian students have over 100 possible foreign study sites to consider for semester and year programs. The Office of International Programs maintains direct relationships with many foreign institutions, and Appalachian is a member of the International

Student Exchange Program. While many locations offer the opportunity to study in a foreign language, approximately one third of these foreign institutions offer classes in English. Although the programs vary widely in cost, the majority of programs have costs equivalent to Appalachian's tuition and fees. Students who receive scholarships and financial aid can apply these benefits to the cost of studying abroad.

The Office of International Programs also supports a wide variety of short term summer study abroad programs led by Appalachian faculty. Most summer programs offer six semester hours credit and include four to five weeks of travel. Financial aid is also available for summer study abroad.

Students earn academic credit through study abroad that can be applied toward degree programs.

FOREIGN STUDENT SERVICES

Appalachian hosts approximately 100 foreign students per year, a number that is growing. The Office of International Programs provides support for these students through the Foreign Student Advisor and the Coordinator of Student and Scholar Services. Foreign students receive aid with visa processing, academic advising, and accommodations.

International exchange students are housed in the Living Learning Center with a U.S. roommate. Degree seeking international students face the same regulations as the Appalachian State University students and are housed on campus during their freshman year by the Office of Housing and Residence Life. Special programming designed for Appalachian students and interested community members, such as picnics, international coffee hour, and other social events, encourage the integration of international students into the community. (See the index for International Student Admission.)

BELK LIBRARY AND INFORMATION COMMONS

Mary L. Reichel, University Librarian

Larry M. Boyer, Associate University Librarian

Library Faculty:

*John P. Abbott
John D. Boyd
Gary R. Boye
Virginia C. Branch
Eleanor I. Cook
Elizabeth E. Cramer
David L. DeHart
Georgie L. Donovan*

*S. Patricia Farthing
Susan L. Golden
Frederick J. Hay
Kenneth W. Johnson
Megan Johnson
Harry C. Keiner
Martha H. Kreszock
Lynne D. Lysiak
Pam Mitchem*

*Paul Orkiszewski
Kelly C. Rhodes
Allan G. Scherlen
Kathy L. Staley
Glenn Ellen Starr Stilling
E. Ann Viles
Catherine L. Wilkinson
Elizabeth M. Williams
M. Suzanne Wise*

The Belk Library and Information Commons is centrally located on Appalachian's campus and provides ready access to a wide range of information resources. The Library houses over 823,000 books; 1,513,400 microforms; and 56,700 sound recordings, videos, and other non-print media. It has active subscriptions to 5,300 scholarly and popular journals, newspapers, and serial publications in print and electronic formats. Access to more than 78,456 electronic titles is available through the Library's web site (www.library.appstate.edu) which includes Appalachian's online catalog, the library catalogs of the other UNC institutions, and both full text and citation databases. The Library has seventy-two faculty and staff to acquire and manage its collections and to assist people with their research and information needs. It contains areas for individual and group study, electronic classrooms, a multimedia production suite, a lecture hall and a 24-hour study area and cyber-café.

The Library has several special collections. The fourth floor of the Library and Information Commons houses the W.L. Eury Appalachian Regional Collection, the Stock Car Racing Collection, the University Archives and Records and the Bill and Maureen Rhinehart Rare Books Room. The Justice Query Instructional Materials Center containing resources for teacher education and instructional development is on the ground floor. The Music Library, located on the second floor of the Brody Music Center, contains the books, scores, and sound recordings which support the curricula of the School of Music and other Appalachian programs.

Materials not owned by the Belk Library and Information Commons may be obtained from other sources. Appalachian is a member of the Western North Carolina Library Network (WNCLN) and shares its automated library system with Western Carolina University and the University of North Carolina at Asheville. WNCLN's ABC Express allows students and faculty at the three institutions to easily borrow library materials from each other. For items not held by the Network libraries, interlibrary loan services are provided to students and faculty at no cost and other document delivery options are available.

For additional information, go to the Library's home page, www.library.appstate.edu or call (828) 262-2188.

OFFICE OF STUDENT RESEARCH*Alan C. Utter, Director*

The Office of Student Research (OSR) works to promote and support research and creative activity of undergraduate and graduate students, particularly activities conducted in collaboration with members of the faculty at Appalachian State University. The primary functions of the OSR are: advocacy for student-faculty research; identifying and pursuing sources of external and internal support for that research; seeking, collecting and disseminating information regarding student-faculty research opportunities; cooperating with other campus units to identify or create research opportunities; coordinating the university's annual Celebration of Student Research and Creative Endeavors; contributing to the UNC-Office of the President Undergraduate Research Consortium; and participating in national dialogues/meetings devoted to promoting student research.

OFFICE OF SUMMER SESSIONS*www.summerschool.appstate.edu*

The Office of Summer Sessions at Appalachian State University is committed to the University's primary mission of excellence in teaching and instruction. For this reason, instruction is provided by regular Appalachian faculty members and highly selected visiting faculty. Mindful of the importance of the development of the total person, Appalachian's summer programs seek to promote the intellectual, cultural and personal development of its students through curricular and extracurricular activities. The University schedules workshops, seminars and traditional courses of varying lengths to allow students to fit their summer studies into other summer plans. Special courses and other programs are offered to teachers and other professionals for both enrichment and the pursuit of advanced degrees. For summer school information, view the Summer School's web site (www.summerschool.appstate.edu), call (828) 262-3154, or write to the Office of Summer Sessions, 238 John Thomas Hall, Appalachian State University, Boone, NC 28608.

Student Life

CENTER FOR STUDENT INVOLVEMENT AND LEADERSHIP

Dino Dibernardi, Director

The Center for Student Involvement and Leadership, a part of the Division of Student Development, recognizes that the development of the whole student is achieved through in-class and out-of-class learning opportunities and experiences. These experiences are provided through programs designed to enhance leadership, intellectual, personal, cultural, and professional development. It is believed that when afforded opportunities for learning and growing, students will graduate from the institution with a better understanding of themselves and their peers, organizations, chosen professions, and responsibilities as part of a larger community.

Programs and services are grounded in the philosophy that all students be given opportunities and responsibilities for engaging in activities, programs and services relevant to their individual, educational and professional goals. The Center, through the implementation of student development theories in traditional and non-traditional settings, assists students in developing environments that enhance diversity, promote ethical and moral development, and provide leadership and experiential learning opportunities. To this end, the Center promotes personal growth opportunities, leadership development, social development and student accountability through personal counseling and instruction, practicum and experiential learning opportunities.

More than 250 clubs and organizations are recognized by the University with over 8,000 students involved in these groups. Academic, honor, special interest, service, religious and activity organizations are open to all students. There are 23 fraternities and sororities that comprise the Greek system and maintain an active presence on the campus. Students have an opportunity to learn about clubs through club expos held each year, club advertising and recruitment activities, new student orientation and by visiting the Center. Research shows that involvement can be a positive factor for academic success and personal satisfaction with your college experience. Students who become involved on-campus more often than not get better grades and indicate that they have had a more positive experience in college. Students who become involved in organizations related to their major find such involvement reinforces classroom learning as well as providing valuable hands-on experience.

The Center offers a wide variety of leadership and involvement opportunities for all students. Whether you are interested in taking leadership classes for credit, attending conferences and seminars, or receiving individual advisement, the Center staff can provide that support. Programs range from an Emerging Leaders Program for new students to a Keystone Series for seniors and everything in between. Students have access to the Leadership Resource Center where books, videos and instruction materials about leadership are available.

The Center through its **Multicultural Student Development Program** works to create a community conducive to the needs of our multicultural students while also educating the larger community to multicultural issues through cultural, educational, and social programs. The Multicultural Center, located in the Plemmons Student Union, provides a bridge that connects and promotes the uniqueness of various multicultural groups by encouraging respect and appreciation for the history, traditions, and culture of these groups. The Student Women's Center, also located in the Student Union, strives to foster an environment that creates opportunities for the education, leadership development, and personal growth of women, regardless of their background or beliefs.

The Graduate Student Association Senate (GSAS) of Appalachian State University is an elected body through which the graduate students express their concern for the welfare of the graduate students at the University, develop and disseminate ideas for the improvement of graduate education, and contribute to the formation of relevant University policy. GSAS is the representative, deliberative, and administrative organization of the graduate student body of Appalachian State University, and is a duly constituted collegiate organization within the Cratis D. Williams Graduate School.

Student Publications provides students the opportunity to become involved with campus media while developing writing, editing, photography, graphic design and advertising skills that enhance classroom learning and provide hands-on experience that translates to job opportunities on leaving the University. *The Appalachian*, the University's award-winning twice weekly paper, is distributed free on-campus to keep students informed of important campus events. *The Appalachian Online* is Student Publications' worldwide web site containing the latest news from the pages of *The Appalachian*, as well as links to other sources of information. Both the print version of *The Appalachian* and the online version offer an instructional experience for students interested in careers as student journalists. Students learn the responsibilities of a free press by making all content decisions. This office is also charged with the design and publication of *The Rhododendron* yearbook.

STUDENT PROGRAMS

David L. Robertson, Director

Student Programs, a division of Student Development, provides the Appalachian community with a variety of social, cultural, recreational and educational programs and experiences. Producing student programs provides involved students with valuable work related skills in managing, leading, organizing, communicating, motivating others, budgeting, advertising, etc. Student Programs operates the Plemmons Student Union, and Legends Social Center to provide facilities and services for programming, meetings, bands, parties, and the general enhancement of life at Appalachian.

The Appalachian Popular Programming Society (A.P.P.S.), is the all-campus programming organization sponsored and advised by the Department of Student Programs. Membership is open to all interested students and provides excellent leadership opportunities. A.P.P.S. has two major goals. One is to enhance the quality of campus entertainment. The second is to provide significant "hands on" learning experiences and leadership opportunities for involved students. The organization is made up of an executive cabinet and the following student-run programming councils: stage shows, special events, club shows, films, concerts, the Council for Cultural Awareness, and the Appalachian Heritage Council.

The Plemmons Student Union is staffed by Appalachian students. There are a number of services and facilities located in the Union. They include the ACT Community Outreach Center, the Coffeehouse, Peer Career, the Multi-Cultural Center, two Ballrooms, Art Gallery, lounges and various meeting rooms. The McAlisters Deli and the Cascades Café, two campus eateries, are located in the Union. Other services provided in the Union include the information desk and the Mt. Mitchell Fitness Center, computer labs, study rooms, and Outdoor Programs. The new Greenbriar Theater is a popular location for free classic films. The new Summit Trail Solarium is the prime gathering place for students at Appalachian. A patio and amphitheatre are also available for outdoor performances, receptions, etc. Room reservations can be made by calling (828) 262-2479.

Legends is Appalachian's social and entertainment center. Under the supervision of a full-time manager, it is staffed by student employees. A wide variety of entertaining programs occur in Legends and are coordinated by the A.P.P.S. councils. Such programs include regional and local bands, national entertainers, theme parties, discos, comedians, and movies. Recent performances have included the Dave Matthews Band, Outkast, Coolio, Hootie & the Blowfish, Widespread Panic, and Far Too Jones, to name a few.

APPALACHIAN AND THE COMMUNITY TOGETHER COMMUNITY OUTREACH CENTER

A.C.T., a division of Student Programs, seeks to provide students with opportunities to perform community service as volunteers in the Watauga County area. A.C.T. assists students in several ways. The Community Outreach Center, housed in the Plemmons Student Union, is the focal point for students to discover volunteer opportunities in the area. The Community Outreach Center has a Service Learning Coordinator who works with faculty and students to create volunteer learning opportunities incorporated into academic classes. A.C.T. also encourages individuals as well as clubs to perform community service with any of over 30 non-profit agencies. Through its many services, A.C.T. encourages a lifelong commitment to improving the world through community service.

ATHLETICS

Charles G. Cobb, Athletic Director

As a member of the Southern Conference, and National Collegiate Athletic Association (NCAA), Appalachian offers ten varsity sports for women, and ten varsity sports for men at the Division I level.

Men's varsity sports include: football, cross country, soccer, basketball, wrestling, track (indoor and outdoor), tennis, baseball, and golf. Women's varsity sports include field hockey, soccer, basketball, volleyball, golf, tennis, cross-country, track (indoor and outdoor), and softball.

RELIGIOUS LIFE

Appalachian is a state-owned campus, and as such it has no religious affiliation. Its students, however, promote and support a variety of denominational and non-denominational student organizations. Numerous churches are within walking distance of the campus, and many have student centers open to all students.

THE CAREER DEVELOPMENT CENTER

W. David Ball, Director

Appalachian provides a full range of career services to assist students and alumni with career-related issues and career management skills. At Peer Career, the Career Development Center's satellite office, students can receive assistance in identifying academic majors and career options compatible with their interests, abilities, and values. Computerized guidance programs and other assessment tools assist with this process.

The Career Development Center offers individualized advising on self-managed career development, experiential learning and personal marketing strategies. Students can access the Resource Library and cutting-edge web site (careers.appstate.edu) for a variety of resources on careers, internships, graduate schools, employers and full-time job opportunities. A student employment program is also available for identifying part-time, on- and off-campus, and summer work opportunities.

Special services for graduating seniors include on-campus interviews and online career accounts for posting resumes and viewing job openings. Workshops, mock interviews, and resume critiques help prepare students for the job search, while career and internship fairs provide the opportunity for students to make direct contact with a wide range of employers.

COUNSELING AND PSYCHOLOGICAL SERVICES CENTER*Dan L. Jones, Director*

The Counseling and Psychological Services Center is part of a comprehensive program of student services within the Division of Student Development at ASU. The Center has as its primary purpose the prevention of psychological difficulties and treatment of the mental health concerns of its students. To meet this goal, the Center provides confidential individual, couples and group counseling for a variety of developmental and psychological issues. Concerns addressed in therapy range from personal growth and educational decisions to more serious issues that can cause psychological distress and interfere with academic functioning. The Center also provides 24-hour emergency response services when classes are in session for students experiencing extreme psychological crises. The Center is staffed by licensed psychologists and counselors and serves as a training site for an APA-accredited predoctoral psychology training program, as well as externs and practicum students for the Clinical Psychology and Human Development and Psychological Counseling graduate programs at ASU.

The Center also seeks to assist in the creation and maintenance of a University environment that will foster the well-being and personal development of its members. The Center provides outreach programs and psychoeducational workshops in a variety of venues to address such issues as eating disorders, sexual assault, career choice, substance abuse, stress management and suicide prevention. Center staff also are available to consult with University students, faculty, staff and others concerned about the psychological well-being of any University student.

The Student Wellness Center offers programs promoting health awareness and healthy lifestyle choices, including weight management, smoking cessation and biofeedback.

The Alcohol and Drug Assistance Program at the Wellness Center offers a variety of prevention education services and individual and group substance abuse assessment and counseling services.

The Peer Career Center, co-sponsored by the Counseling and Psychological Services Center and the Career Development Center, offers assistance in career choice and planning. Trained and supervised student counselors assist students in learning about themselves and the world of work, making decisions, and developing career plans.

HOUSING*Richard L. Geis, Director*

Appalachian State University asks that graduate students, as well as international students, make their own arrangements for housing while enrolled. Limited accommodations are available at the university-owned family housing complex, Mountaineer Apartments. Ninety furnished units, which include vertical blinds, range, frost-free refrigerator, and wall-to-wall carpeting are available each year. An extensive waiting list does exist, so interested students are encouraged to apply as soon as possible. Rental information and applications may be obtained for Mountaineer Apartments in the Office of Housing and Residence Life. The Office of Housing and Residence Life also maintains files of off-campus housing accommodations (sub-leases, apartments, and houses for rent). Feel free to come by our office if you are interested in reviewing this information. The telephone number of the Office of Housing and Residence Life is (828) 262-2160.

STUDENT HEALTH SERVICES*www.healthservices.appstate.edu**Patricia A. Geiger, M.D., Director*

Medical services are provided to qualified students by the Mary S. Shook Student Health Services at its location on the second floor of the Miles Annas Student Support Services Building on Howard Street. Out-patient clinic hours are 8 AM-4 PM, Monday-Friday while school is in session. An After-Hours Nurse Clinic is open limited hours on weekday evenings and weekends. Persons requiring the services outside of regular clinic hours or those needing a type of service not available at the Health Service may be referred to off-campus physicians or to the Watauga Medical Center. In such cases, the student is responsible for all charges incurred.

A current, validated, ID must be presented before each visit to the Health Service. Students paying fees for nine or more credit hours during an academic semester or at least one credit hour during a summer term are eligible for care at the Health Service. Students who are enrolled and pay fees for less than those hours may elect to pay the health service fee at the Student Accounts Office and be eligible for care. The Health Service is funded by student health fees. Many services provided require no payment other than the health fee, though there is a nominal charge for some services.

Contacts with the Health Service are confidential. Records are maintained separately from the University records for the use of Health Service personnel and may be released only with written permission by the student.

The Health Service does not issue medical excuses for class absences due to illness or injury. Students who withdraw from the University for health reasons should do this through the Health Service and must receive a medical clearance before being readmitted. This clearance must present evidence that the condition which necessitated withdrawal has improved and that there is reasonable expectation of the student's ability to participate in University life.

North Carolina law requires that all students have a complete immunization record on file at the Health Service. Students not in compliance will be administratively withdrawn from the academic term in question.

TESTING SERVICES

www.testing.appstate.edu

Susan B. Morgan, Director of Testing

The Office of Testing Services, as a part of the Division of Student Development, provides a Computer Based Testing Center for students to take national entrance/certification exams. Students can test at their own convenience at one of the twelve computer stations located in John E. Thomas Hall.

A list of tests offered include the GRE (Graduate Record Examination), GMAT (Graduate Management Admission Test), PRAXIS I (national teacher certification test), TOEFL (Test of English as a Foreign Language), the MAT (Miller Analogies Test) and CLEP tests (College Level Examination Program).

In addition to computer-based tests, paper and pencil tests are administered on national test dates throughout the year. They include PRAXIS II, LSAT (Law School Admissions Test), GRE Subject Tests, NCE (National Counselors Exam), the MCAT (Medical College Admission Test), and the PCAT (Pharmacy College Admission Test).

Testing Services also coordinates placement testing for incoming freshmen and transfers and correspondence testing for ASU students enrolled in off-campus coursework.

SUMMARY OF SUBSTANCE ABUSE POLICY

Appalachian State University is committed to maintaining an environment that supports and encourages the pursuit and dissemination of knowledge. All members of the academic community—students, faculty, administrators and staff—share in the responsibility of protecting and promoting that environment and all are expected to exemplify high standards of professional and personal conduct. The illegal or abusive use of alcohol and other drugs by members of the academic community adversely affects this educational environment. North Carolina and federal laws restrict or prohibit the use of alcohol and other drugs in various contexts. The illegal or abusive use of alcohol and other drugs is not compatible with personal health and welfare and the pursuit of academic excellence, and will not be tolerated by Appalachian State University on the campus or as part of any institutional activities.

The use and abuse of alcohol or other drugs can have serious negative consequences. High-risk choices can lead to significant academic, legal, financial, job performance and relationship problems, as well as problems with physical, mental and emotional health. The use of alcohol and other drugs is also a factor in injuries and deaths related to overdose, accidents and crimes. Problems related to the use of alcohol and other drugs affect not only the user, but also friends, family, classmates, coworkers and the entire Appalachian community.

Students, faculty members, administrators and other employees are responsible, as citizens, for knowing about and complying with the provisions of North Carolina law that make it a crime to possess, sell, deliver, or manufacture those drugs designated collectively as “controlled substances” in Article 5, Chapter 90 of the North Carolina General Statutes. Any member of the University community who violates pertinent state or federal law, either within the University community, or in a manner that otherwise affects the academic community, thereby violates University policy. Any employee convicted of any criminal drug statute violation occurring within the University community must notify the appropriate supervisor or management person no later than five (5) calendar days after such conviction. (Any employee who fails to provide notification shall be subject to disciplinary action up to and including dismissal.) Disciplinary action against an employee convicted of a drug offense within the University community must commence within 30 days after receipt of notice of the conviction.

Penalties will be imposed for violation of the policies of Appalachian State University only in accordance with procedural safeguards applicable to disciplinary actions against students, faculty members, administrators and other employees. The penalties that may be imposed range from written warnings with probationary status to expulsion from enrollment and discharge from employment.

Every student, faculty member, administrator and other employee of Appalachian State University is responsible for being familiar with and complying with the terms of the policy on illegal drugs adopted by the Board of Trustees. Copies of the full text of that policy appear in the *Faculty Handbook*, and *The Student Handbook of Rights and Responsibilities*. Copies of the policy and pertinent N.C. General Statutes are on file in the offices of the Provost and Executive Vice Chancellor for Academic Affairs, Vice Chancellor for Business Affairs, Vice Chancellor for Student Development, Vice Chancellor for University Advancement, Graduate Studies and Research, Belk Library and Information Commons, Office of Human Resource Services, Residence Life, University Police, and the Center for Student Involvement and Leadership. Students will find information pertaining to violations of the alcoholic beverages policy in *The Code of Student Conduct*. Alcohol related problems for staff are handled under the personal conduct section of the *Staff Employee Handbook*.

UNIVERSITY AND COMMUNITY RESOURCES

A wide array of resources may be required to meet the counseling and rehabilitation needs of individuals who have substance abuse problems. These services generally include assessment and referral, social and/or medical detoxification, in-patient treatment, halfway house facilities, out-patient individual and group therapy, after-care programs and self-help groups. Obviously, not all substance abusers are in need of all the services listed; however, the availability of services affords an individual the opportunity to address substance abuse problems adequately and responsibly.

The following services are available to members of the University community:

Campus-based

1. The Counseling and Psychological Services Center offers individual and group out-patient therapy and referral information for students.
2. The Student Wellness Center, Alcohol and Other Drug Services, offers individual and group substance abuse counseling for students. Students are also offered alcohol and other drug information and education via media campaigns, classes, presentations, peer education, theatre production, resource center and campus-wide events.
3. The Office of Human Resource Services has established an awareness and education program that will inform employees of the stipulations of the Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Community Act Amendments of 1989 to promote their understanding and increase their knowledge of dangers of workplace drug abuse, address and identify drug problems in their lives, and offer alternatives.
4. Counseling for Faculty and Staff, located in the Hubbard Center, offers assessment, referral, and individual and group out-patient therapy for faculty and staff on a space-available basis. Contact Dr. Glenda Hubbard, Hubbard Center, for information.

Community-based

1. New River Behavioral Health Care provides substance abuse services including: evaluation, detox, outpatient treatment, and referral entry for inpatient treatment.
2. A number of practitioners in the community offer individual out-patient therapy for persons preferring a private practice setting.
3. A variety of local self-help groups are available with each group establishing its own criteria for membership.

ACADEMIC INTEGRITY CODE

www.AcademicAffairs.appstate.edu/academic_integrity_index.htm

It is the responsibility of every student to abide by the Appalachian State University Academic Integrity Code. It is also the responsibility of the instructional faculty to maintain academic honesty and integrity. Commitment to academic integrity is inherent in the policies of the institution.

All acts of academic dishonesty violate standards essential to the existence of an academic community. Some suspected offenses may be handled by the faculty. All other alleged offenses are handled by the Office of Student Judicial Affairs and/or the Academic Integrity Board, which is composed of students and faculty. The Chair of the Academic Integrity Board is elected from among its members. Sanctions imposed by the Academic Integrity Board range from the awarding of the grade of "F" for the course to expulsion from the University.

Some examples of academic integrity violations are listed below. The complete listing with definitions and explanations is included in the main body of the code.

1. cheating
2. fabrication and falsification
3. multiple submission
4. plagiarism
5. abuse of academic materials
6. complicity in academic dishonesty

Users are advised to contact the Office of Student Judicial Affairs to assure they are consulting the most recent edition of the Code.

POLICIES PROHIBITING HARASSMENT AND DISCRIMINATION

Appalachian State University is committed to providing working, learning, and living environments free from harassment and discrimination. Harassment based upon race, color, religion, creed, sex, national origin, age or disability is a form of discrimination in violation of federal and state law and Appalachian State University policy, and will not be tolerated. It is the internal policy of Appalachian State University to prohibit harassment on the basis of sexual orientation. Retaliation against any person opposing or complaining of harassment is in violation of federal and state law and Appalachian State University policy, and will not be tolerated.

Sexual harassment is considered to be a form of discrimination based on sex and falls within the scope of institutional policies and procedures regarding discrimination. As with other forms of discrimination, the University is committed to maintaining a work and a study environment free of sexual harassment. Accordingly, in compliance with Section 703 of Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972, the University will not tolerate any verbal, nonverbal, or physical

behavior that constitutes sexual harassment. Personnel with supervisory responsibilities are required to take immediate and appropriate corrective action when incidents of alleged sexual harassment are brought to their attention by students, faculty and staff, and applicants for student admission or applicants for employment.

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature when:

1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic decisions; or
2. submission to or rejection of such conduct may be reasonably construed by the recipient of such conduct as an implication that compliance or non-compliance will be used as a basis for an individual's employment or academic decisions; or
3. a) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working, learning, and living environment; or, b) such conduct has the purpose or effect of emphasizing the sexuality or sexual identity of a student or an employee so as to impair the full enjoyment of educational or vocational benefits, climate or opportunities.

Consistent with State law and University policy, "Workplace Harassment" is defined as unwelcome or unsolicited speech or conduct based upon race, sex, sexual orientation, creed, religion, national origin, age, color, or handicapping condition as defined by G.S. 168A-3, that creates a hostile work environment or circumstances involving quid pro quo.

Applicable grievance procedures for students, faculty, and staff are established and are outlined in the *Appalachian State University Resource Manual* and the *Code of Student Conduct*. Violations of the above policies, proven via established grievance procedures, will lead to disciplinary actions, including reprimands, suspension or dismissal of offenders. For information concerning various means of complaint resolution, as well as information on sexual harassment, or other forms of unlawful harassment, contact Dr. Linda K. Robinson, Director of the Equity Office, at (828) 262-2144.

STUDENT FEES

Student fees support such services and activities as the Student Health Services, Student Union, Quinn Recreational Center, campus technology, cultural programs, student government, concerts, social activities, forensics, theatre, intramurals, student publications, and attendance at all athletic events on-campus.

INSURANCE

An often unexpected financial burden is the cost of being treated for illnesses or accidents that require admission to the hospital or a visit to a specialist. All students are urged to carry health insurance. Many can be accommodated on plans carried by their parents. Others who do not have this opportunity may contact the Student Health Services (828) 262-3100 concerning the available basic insurance plan open to students for their own coverage and for coverage of their dependents. Insurance is NOT included in the student fee schedule and must be contracted separately.

POSTAL AND BANKING SERVICES

Greg Y. Foster, Director

A United States Post Office Contract Station is maintained by Appalachian in the Student Support Building. A mailbox is provided for most students. The student's University mailbox address is used by the University for communicating with each student. For this reason, students are responsible for checking their University mailboxes frequently. Students enrolled in an off-campus extension course will probably not have a mailbox. Visit our website at www.appstate.edu/www_docs/busaf/postoffice.htm for a complete description of services.

Convenient banking services are located in the lobby of the University Bookstore. For other banking services, see options under the APPCARD Office.

PARKING AND TRAFFIC

Barry D. Sauls, Director

The University Parking and Traffic Department is responsible for providing parking services and traffic control for all faculty, staff, students and visitors to the campus. Individuals who wish to park a motor vehicle on University controlled property between the hours of 7:00 a.m. and 5:00 p.m., Monday through Friday, must obtain a parking permit from the Parking and Traffic Department before doing so. Several types of permits are available, dependent upon the category of the registrant. The appropriate permit will be provided at the time of registration, subject to availability. Fees are charged for parking permits, as designated by the University's Board of Trustees.

For further information, please contact the Parking and Traffic Department at (828) 262-2878, visit our web site at www.parking.appstate.edu, or visit our office in the Rivers Street Parking Deck.

UNIVERSITY POLICE

Gunther E. Doerr, Chief

The University Police Department is responsible for protecting life and property at Appalachian by providing emergency and non-emergency law enforcement services, crime prevention, safety and criminal investigative services.

For any on-campus emergency, simply dial 8000 from any on-campus phone. To report a crime or any other suspicious activity, call 262-2150 or use one of the over 60 Blue Light emergency telephones located throughout campus. To report a crime anonymously, call "Crimestoppers" at 262-4555. For more detailed information about the Police Department, Crime Statistics, Programs and Services, check out our Web Page at www.police.appstate.edu.

FOOD SERVICES

Ron Dubberly, Director

Appalachian owns and operates its own food services in various campus facilities. The University Cafeteria, Chick-Fil-A, and the Food Court are located in Welborn Hall; McAlister's Deli and the Cascades Cafe' are located in the Plemmons Student Union; Park Place Cafe', the Pizzeria, TCBY, and The Market are located in Trivette Hall; and The Jackson Dining Room is located in The Broyhill Inn and Conference Center. All resident students are required to select a meal option each semester as a part of the room and board contract. Publicized options represent minimum requirement levels. Since food services pricing is a la carte, the level of participation by a student will determine the selection of the most appropriate option. Any balance in the meal option from Fall semester carries over to Spring semester. Any balance remaining at the end of Spring semester does NOT carry over into another semester. The meal account is non-refundable. **The only refund granted is when the student goes through the official withdrawal process from the University and the money refunded will be from the current semester only. Money from the prior semester will not be refunded.** The pre-paid meal option is managed by the student through the computerized APPCARD system.

Food Services offers a wide variety of choices in our catering department including a sit down banquet, picnic, cook out, or supplies for a party. Just call the catering assistant at (828) 262-6143 to place your order. Order from the bakery by calling (828) 262-3061. Orders must be placed 24 hours in advance of the date needed.

Visit our web site at www.appstate.edu/www_docs/busaf/food/index.html for a complete listing.

APPCARD OFFICE

Electronically encoded APPCARDS are issued from the APPCARD Office in the lower level of Trivette Hall to all students upon their arrival on campus. The cards provide access to campus events and fee-supported services including the use of the library, admittance to intercollegiate athletic events, use of the infirmary, the physical education facilities, Quinn Recreation Center, Mt. Mitchell Fitness Center, and door access to residence halls.

In addition to the official identification function of the card, it also manages two separate debit accounts - the **MEAL ACCOUNT** and the **APPALACHIAN EXPRESS ACCOUNT**.

The **EXPRESS ACCOUNT** is optional and provides for the use of the card to pay for services in Food Services, the University Bookstore, Crossroads Coffee Shops, the Infirmary, the Athletic Ticket Office, Student Programs, Student Accounts, Belk Library, Vending, Laundry (selected washers and dryers), The Market, and Broyhill Inn's Jackson Dining Room. Official withdrawal at any time from the University will entitle the student to a refund of unspent funds on her or his Express Account. All residence hall students are also required to have a **MEAL ACCOUNT**.

Appalachian Express balances in excess of \$50.00 can be refunded, once per year, to students who so request it by the last working day before commencement in May. Refunds will be issued from the Student Accounts Office.

UNIVERSITY BOOKSTORE

Michael G. Coston, Director

The University Bookstore, conveniently located on-campus, offers a complete line of student supplies and services. As part of the Bookstore, the Scholars Bookshop provides a wide selection of general reading materials and required supplemental and graduate textbooks. The Computer Shop offers educational prices on computer hardware and software. Also available is a large selection of Appalachian Wear clothing and ASU gift items. Profits generated by these operations help provide scholarships for qualified students. The University Bookstore accepts the Appalachian Express Account as well as Master Card and VISA.

Graduate students and students in extension and distance learning classes are required to purchase their course materials, including textbooks. Also, please note that all undergraduate and graduate students purchase textbooks for summer school.

GEORGE M. HOLMES CONVOCATION CENTER AND SEBY B. JONES ARENA*Jason C. Parker, Director*

The purpose of the George M. Holmes Convocation Center is to provide facilities for the Department of Health, Leisure and Exercise Science as well as ASU's basketball offices and to support the academic processes of Appalachian State University.

Serving as a multi-purpose arena for the northwestern region of North Carolina, the Center will support University-sponsored events, such as commencement and College Fair. Cultural events, concerts, trade shows, athletic events and other public assembly activities will also be a part of the Center's programming.

Since several departments will share the facility, all efforts will be made to accommodate the activities of each department. Because the schedule for the Center will be constantly changing, every effort will be made to keep all concerned updated. University sponsored events such as commencement, convocation, and student recruiting events will have priority over all other events. Please contact the Center Director for reservations.

Admissions

The Dean of the Cratis D. Williams Graduate School is responsible for the admission of all graduate students. All degree-seeking students taking graduate courses must make formal application to the Graduate School prior to enrolling in any graduate course work.

All applications and inquiries should be addressed to:

Cratis D. Williams Graduate School
P O Box 32068
232 John Thomas Hall
Appalachian State University
Boone, North Carolina 28608

APPLICATION PROCEDURES

All applicants for admission to the Graduate School must submit:

- (1) a completed application with the \$45.00 non-refundable, non-deductible application processing fee,
- (2) three letters of recommendation (four for doctoral),
- (3) official test scores, as required for the program selected,
- (4) official transcripts of all previous postsecondary academic work.

To be official, test scores must be sent to the Graduate School directly from the testing agency or be recorded on an official transcript. Transcripts should be secured from the university or college, embossed with the school seal and enclosed in a sealed envelope. (*Former students of Appalachian do not need to submit official transcripts for their Appalachian course work. Transcripts from other institutions, such as transfer credit, must be resubmitted.*)

The completed application and all credentials should be received by the Graduate School according to the deadline schedule below. Deadlines are subject to change. Please check with the individual department to determine the deadline for a specific program. *All materials submitted, including transcripts, become the property of Appalachian State University and cannot be forwarded or returned.*

Communication Disorders:	February 1 October 1	Summer and Fall Spring
Doctoral Program:	March 1	Fall admissions only
English:	March 1	Fall
Exercise Science:*	April 1 November 1	Fall Spring

**NOTE: Exercise Science students admitted in the Spring are only permitted to enroll in prerequisite classes and cannot begin graduate level course work until the Fall semester.*

All HPC Programs: *February 1 Summer and Fall

**NOTE: This date is not the departmental deadline; however, it is the date on which the department begins reviewing applications.*

MBA: March 1 Fall admissions only

MSA* (School Administration): March 1 Fall (on-campus program)
November 1 Spring (on-campus program)
April 1 Fall admissions only (off-campus)

**Contact the Graduate School to request an MSA application.*

Psychology: March 1 Fall admissions only

All Other Programs: July 1 Fall
November 1 Spring
April 15 1st Summer Session
June 1 2nd Summer Session

ADMISSION REQUIREMENTS

Prerequisite(s):

Baccalaureate degree from a college or university of recognized standing and undergraduate background appropriate for the graduate study proposed; or graduate degree from a college or university of recognized standing. International applicants must have earned the equivalent of an American baccalaureate degree. Applicants to teacher-education programs in all disciplines must hold, or be eligible to hold, a North Carolina "A" teaching license, or a comparable license in another state.

Basic Criteria for Consideration:

Satisfactory undergraduate or graduate GPA recorded on an official transcript. Official test scores less than five years old on standardized tests are required by individual programs. Scores must be submitted directly from the testing organization. Selected programs in the Reich College of Education accept the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE). The Walker College of Business requires the Graduate Management Admission Test (GMAT). The College of Arts and Sciences, the College of Fine and Applied Arts, the Hayes School of Music, the Department of Human Development and Psychological Counseling, and the Doctoral Program accept the Graduate Record Examination (GRE) only. International students must submit official TOEFL scores of at least 550 on the pencil-and-paper test or 230 on the computer-based test.

Other Criteria for All Applicants:

For specific admissions criteria and detailed information, applicants should turn to the pages describing the programs to which they are applying.

Requirements described in this bulletin are minimum requirements for consideration and do not guarantee acceptance. Programs are selective and admission decisions are based on consideration of additional factors. A limited number of students who do not meet the minimum standards may be allowed to enroll with special permission.

Students from under-represented groups are encouraged to apply.

Each application must be approved by the department in which the student proposes to study. The specific requirements for the various degree programs are described in the department listings.

INTERNATIONAL STUDENT ADMISSIONS

Since several months may be required to receive and process applications from abroad, international students are urged to submit complete information as early as possible. For the fall semester, applications should be submitted to the Office of the Dean of Graduate Studies and Research by January 1. The deadline for Spring is June 1. Applicants whose native language is not English should have scores on the Test of English as a Foreign Language (TOEFL) sent as early as possible. Normally, a score of 550 on the paper-and-pencil TOEFL or 230 on the computer based test is required for admission; a higher score may be necessary if an applicant wishes to be considered for an assistantship.

In addition to the application form, the application processing fee, test scores, letters of recommendation, and transcripts as specified for the program, international students must provide their own health insurance, and must show evidence of financial ability to pursue graduate study and pay out-of-state tuition.

STANDARDIZED TESTS

The Office of Testing Services administers the PRAXIS education exams, the Miller Analogies Test, the Graduate Record Exam, the Graduate Management Admission Test, the Law School Admission Test, the Medical College Admission Test, the Pharmacy College Admission Test, the Test of English as a Foreign Language, the National Counselor Exam, and other national examinations - charging fees, when applicable, in accordance with the schedule of fees maintained in the Testing Center (828) 262-6801 (www.testing.appstate.edu).

ADMISSION STATUS

Persons who apply for admission to the Graduate School, if accepted, may be admitted in one of several categories as described below. **If a student does not complete degree requirements within seven years of being admitted, the admission expires.**

Regular. Regular admission to the Graduate School is granted to students who meet the requirements for entrance established by a specific program. Conditions, such as the completion of one or more additional undergraduate or graduate courses, may be specified.

Provisional. Provisional admission to a graduate program may be granted in the following circumstances with a recommendation from the program director and the departmental chair of the admitting program: 1) a student whose application materials do not meet the minimum published criteria for a program, but who has compensating work experience or outstanding alternative credentials; 2) a student whose undergraduate degree is in another discipline but who shows evidence of potential success in the desired program. Students admitted provisionally may be required to take additional prerequisite courses during their first year,

and may have to achieve a specific graduate GPA as determined by the admitting program. Provisionally admitted students cannot hold assistantships, scholarships, or tuition scholarships during the first semester.

OTHER ENROLLMENT STATUSES:

Applicant. Students whose applications are incomplete but lacking only a test score may register only after securing permission of the departmental chair and the Dean of Graduate Studies and Research. To enroll as an applicant, a student must submit to the Graduate School the following materials: a completed application form, letters of recommendation, and official transcripts. These materials must be on file in the Graduate School at least ten working days before the first day of classes during the semester when the student plans to take classes. The student must make arrangements to take the GRE, MAT, or GMAT early during that first semester. All applicants must complete the admission process, including complete review by the department in which the program-of-choice is housed, DURING THE TERM THAT APPLICANT STATUS IS GRANTED. Failure to complete the admission process during the applicant status term will result in the student's ineligibility to register for additional graduate study. The Walker College of Business MBA Program does not permit students to enroll as applicants. NO MORE THAN 12 HOURS OF CREDIT EARNED PRIOR TO ADMISSION UNDER ANY STATUS OR A COMBINATION THEREOF MAY BE APPLIED TOWARD A GRADUATE DEGREE, AND THEN ONLY UPON APPROVAL BY THE STUDENT'S ADVISORY COMMITTEE AND THE GRADUATE DEAN.

Applicant Status is not renewable and does NOT guarantee admission to the Graduate School. Individuals registered under applicant status are NOT qualified for ANY types of financial aid.

Non-Degree Students. Students holding a baccalaureate degree and who are not working towards a graduate degree are permitted to take graduate courses only with the written permission of the Graduate Dean. COURSE WORK TAKEN AS A NON-DEGREE STUDENT IS NOT NORMALLY COUNTED TOWARD A GRADUATE DEGREE. IF A STUDENT IS ACCEPTED INTO A GRADUATE DEGREE PROGRAM, THE STUDENT'S ADVISORY COMMITTEE CAN PETITION FOR NO MORE THAN SIX HOURS OF NON-DEGREE STATUS COURSE WORK TO BE INCLUDED IN THE PROGRAM OF STUDY. Students are advised, however, that departments may reserve courses for degree-seeking students only. Students taking courses for personal enrichment and North Carolina citizens over 65 who are registering for a tuition-free course are classified as special students, and therefore are subject to the appropriate regulations stated in the current *Undergraduate Bulletin* of Appalachian State University.

Licensure Students. Students possessing licensure and a master's degree in one area and seeking licensure in another area need not apply for admission to Graduate School. However, all students seeking licensure must be approved by the appropriate department and be accepted into the licensure program. Students seeking licensure may apply to graduate school at any time. NO MORE THAN 12 HOURS OF CREDIT EARNED PRIOR TO ADMISSION UNDER ANY STATUS OR A COMBINATION THEREOF MAY BE APPLIED TOWARD A GRADUATE DEGREE, AND THEN ONLY UPON APPROVAL BY THE STUDENT'S ADVISORY COMMITTEE AND THE GRADUATE DEAN.

Renewal Licensure. Students possessing a baccalaureate degree and licensure may take graduate courses to meet renewal requirements. Students are advised, however, that departments may reserve courses for degree-seeking students only. Students seeking renewal credit may apply to graduate school at any time.

Visiting. Graduate students enrolled in good standing at other recognized graduate schools may be permitted to register for a limited number of graduate credits upon approval by the Dean of Graduate Studies and Research.

Auditors. Regular fees are charged for auditing. A student may register as an auditor for a course with the written consent of the instructor. Classes audited shall count as part of the student's load, but she or he will receive no credit and no grade will be assigned. An auditor is expected to be regular in class attendance. An auditor is not required to take tests and examinations. An auditor who finds it necessary to discontinue class attendance should formally drop the course.

Undergraduate Enrollment for Graduate Level Courses. Seniors with a grade-point average of 3.00 or above may, with written permission from the course instructor, the chair of the department offering the course, and the Graduate Dean, be permitted to take one or more graduate courses for undergraduate credit. Credit earned in this manner will be used to meet baccalaureate degree requirements and may not be applied toward a graduate degree.

Seniors with a grade-point average of 3.00 or above desiring to enroll in graduate level courses for graduate credit to be applied to a graduate degree may do so provided they have: (1) made application for admission to the Graduate School; (2) made application to take the GRE, MAT or GMAT; and (3) obtained written permission from the course instructor, the chair of the department offering the course, and the Graduate Dean. NO MORE THAN 12 HOURS OF CREDIT EARNED PRIOR TO ADMISSION UNDER ANY STATUS OR A COMBINATION THEREOF MAY BE APPLIED TOWARD A GRADUATE DEGREE, AND THEN ONLY UPON APPROVAL BY THE STUDENT'S ADVISORY COMMITTEE AND THE GRADUATE DEAN.

LEAVE OF ABSENCE POLICY

A graduate student who has begun work toward a graduate degree but who is not enrolled at Appalachian during a specific Fall or Spring academic term will be officially classified as being on LEAVE OF ABSENCE. A student who is on leave of absence will have no access to university resources, and cannot schedule and pass a thesis or dissertation defense, nor take comprehensive or qualifying examinations. To return after a leave, students must complete a datasheet.

A leave of absence has no effect on the time limit to graduation, so that time limit will remain seven years, including the time spent on leave. A student cannot graduate at the end of an academic term during which the student has been on leave. ALL STUDENTS MUST BE ENROLLED IN AT LEAST ONE HOUR OF GRADUATE CREDIT DURING THE ACADEMIC TERM IN WHICH THEY GRADUATE.

READMISSION

Students who have withdrawn in good standing from the University or who have been suspended for academic deficiencies or for other reasons should submit their requests for readmission to their program directors, who will, in turn, make an appeal to the Dean of Graduate Studies and Research. Consideration of requests for readmission of students who have been suspended for any reason will be made in light of the applicant's ability, evidence of growth and maturity, credits earned at another institution, and time elapsed since leaving Appalachian.

DISPOSITION OF APPLICATION DOCUMENTS

All documents submitted in support of applications become a part of the permanent records of the University and are not returnable. Documents submitted by applicants who do not enroll will be destroyed after two years.

Expenses and Financial Aid

As a state-supported institution, the University recognizes its obligation to provide educational opportunities to those who will benefit from them. Considerations of space, availability of housing, and other limitations however, place some restriction on the number of students who can be admitted to the University. For this reason, students are requested to apply as early as possible.

Appalachian admits students at the beginning of the fall, spring, and summer terms. Individual programs may have policies restricting when new students may start. Anyone wishing to apply to the Graduate School should write to the Dean of Graduate Studies and Research, Appalachian State University, Boone, North Carolina, 28608 for full information and application forms, or visit the Graduate School Website at <http://www.graduate.appstate.edu>.

EXPENSES

TUITION AND FEES:

Tuition and fees are charged by the semester and are due and payable in advance at the beginning of each semester in accordance with payment instructions issued prior to each semester. Current tuition and fee information is available on-line at www.studentaccounts.appstate.edu.

OTHER CHARGES:

Textbooks: Graduate students purchase their textbooks.

Late payment of charges: \$40.00

SPECIAL NOTE REGARDING UNPAID ACCOUNTS:

Before taking final examinations at the close of each semester, a student is expected to settle all accounts. A student may not register for a new semester until all charges have been settled. A student cannot receive a degree, certificate, license, or transcript of credits if any account or loan is delinquent.

TUITION WAIVER FOR SENIOR CITIZENS

By North Carolina statute: "State-supported institutions of higher education, community colleges, industrial education centers and technical institutes, shall permit legal residents of North Carolina who have attained the age of sixty-five (65) to attend classes for credit or non-credit purposes without the required payment of tuition; provided, however, that such persons meet admission and other standards deemed appropriate by the educational institution, and provided that such persons shall be accepted by the constituent institutions of the University of North Carolina only on a spaces-available basis." Under the statute, "tuition shall mean the amount charged for registering for a credit hour of instruction and shall not be construed to mean any other fees or charges or costs of textbooks." An application for this waiver must be made each academic term—students are asked to contact the Office of Undergraduate Admissions, located in John E. Thomas Hall, (828) 262-2120.

REFUND POLICY

The term "refund" should be understood to mean either a) the repayment of money received by the University for tuition and fees, or b) a reduction of charges if tuition and fees have not yet been paid.

WITHDRAWAL FROM THE UNIVERSITY

If a student withdraws from the University (i.e., discontinues all classes and formally notifies the Registrar's Office), a refund will be made according to the refund table found in the "Refund Policy" link in the *Schedule of Classes* published on-line at www.registrar.appstate.edu/reginfo/scheclasse.html for the academic term in question.

The refund calculation will be based upon the date of official withdrawal from the University. (Students who wish to withdraw should immediately notify the Registrar's Office, located in John E. Thomas Hall.)

The only refund granted is when the student goes through the official withdrawal process from the University, and the meal account money refunded will be from the current semester only.

Students who have prepaid tuition and fees will be due a full refund if they are academically ineligible to enroll. Students who do not enroll for reasons other than academic ineligibility will be due a refund LESS any advance payments made for tuition, fees and housing. Students who are suspended or expelled for disciplinary reasons will be given a refund based on the University's normal refund schedule.

REDUCTION IN CLASS SCHEDULE

If students reduce their class schedules (drop courses) during the first five days of classes (during the "Drop-Add" period), one hundred percent of the difference in tuition and fees between the original and revised schedules will be automatically credited to their accounts and available for refund.

Students who reduce their class schedules (drop courses) after the first five days of classes will not be eligible for a refund.

FINANCIAL AID RECIPIENTS

(Return of Funds Due to Withdrawal from the University)

Please note that reducing your class schedule or withdrawing from the University can affect your status as a financial aid recipient. Questions about the effect of either schedule reduction or withdrawal from the University should be directed to the Office of Student Financial Aid.

If a recipient of financial aid withdraws from the University and is deemed eligible for a refund, that refund does not go directly to the student, but is repaid to financial aid programs according to federal regulations and University policy.

A student officially withdraws when she/he contacts the Registrar's Office when she/he stops attending or plans to stop attending all classes.

A student is considered **unofficially withdrawn** when the student does not successfully complete any of her/his classes, does not officially withdraw, and the professors document that the student stopped attending the class prior to the 60% point of the period of enrollment. The withdrawal date for an unofficial withdrawal will be the mid-point of the period of enrollment. *The Policy for the Return of Financial Aid Funds for Students Who Withdraw from the University* applies to official and unofficial withdrawals.

If a student withdraws on or before the 60% point of the term, a percentage of the financial aid will be calculated as earned and a percentage will be calculated as unearned on a pro-rata basis. Once the student has been enrolled for 60% of the term, the student is considered to have earned all of her/his financial aid.

Example: The student enrolls in a semester that has 113 days in the term, and withdraws on the 18th day of the term, earned and unearned financial aid would be calculated as: 18 days divided by 113 days = 15.9% of your financial aid has been earned and 84.1% is unearned.

The unearned amount must be returned to the federal financial aid programs in this order:

- Unsubsidized Federal Stafford Loan
- Subsidized Federal Stafford Loan
- Federal Perkins Loan
- Federal PLUS Loan
- Federal PELL Grant
- Federal Supplemental Educational Opportunity Grant (FSEOG)

The same policy applies to state, institutional, and other types of aid and will be returned in this order:

- North Carolina Need-Based Grant (NCNB)
- Institutional Grants, Waivers, and Scholarships
- Athletic Grants
- North Carolina Student Incentive Grant (NCSIG)
- Other State Aid
- Outside Scholarships
- Other Sources

The University will return to the appropriate financial aid program the lesser of the total amount of unearned aid or the institutional charges of tuition, fees, room, and board. The student is responsible for returning any remaining amount to the appropriate programs.

If the student is required to return funds from the loan programs, those funds will be repaid according to the normal repayment terms of the loan program. If the student is required to return funds to the federal grant programs, the student will be required to return only 50% of the federal grant amount that they originally received. If the student is required to return funds from the state, institution, or other sources, the student must return the entire unearned percentage.

If the calculations result in a balance due from the student, a bill will be sent to the permanent home address and will be due upon receipt.

If the student is a Federal Stafford Loan borrower, the student is required to complete Exit Counseling at the time of the withdrawal. The student must complete the Federal Stafford Loan On-Line Exit Counseling at www.financialaid.appstate.edu. The Federal Stafford Loan lender will be notified that the student is no longer enrolled, and the loan repayment process will begin. It is important for the student to understand their rights and responsibilities, and completion of the required exit counseling will prepare the student for repaying the loan(s).

If the student is a Federal Perkins Loan borrower, they must contact the Office of Student Accounts at (828) 262-2113 to schedule a Perkins Loan Exit Counseling session.

RESIDENCE STATUS FOR TUITION PURPOSES

The basis for determining the appropriate tuition charge rests upon whether a student is a resident or a nonresident for tuition purposes. Each student must make a statement as to the length of his or her residence in North Carolina, with assessment by the institution of that statement to be conditioned by the following.

Residence. To qualify as a resident for tuition purposes, a person must become a legal resident and remain a legal resident for at least twelve months immediately prior to classification. Thus, there is a distinction between legal residence and residence for tuition purposes. Furthermore, twelve months legal residence means more than simple abode in North Carolina. In particular it means maintaining a domicile (permanent home of indefinite duration) as opposed to "maintaining a mere temporary residence or abode incident to enrollment in an institution of higher education." The burden of establishing facts which justify classification of a student as a resident entitled to in-state tuition rates is on the applicant for such classification, who must show his or her entitlement by the preponderance (the greater part) of the residentiary information.

Initiative. Being classified a resident for tuition purposes is contingent on the student's seeking such status and providing all information that the institution may require in making the determination.

Parents' domicile. If an individual, irrespective of age, has living parent(s) or court-appointed guardian of the person, the domicile of such parent(s) or guardian is, *prima facie*, the domicile of the individual; but this *prima facie* evidence of the individual's domicile may or may not be sustained by other information. Further, nondomiciliary status of parents is not deemed *prima facie* evidence of the applicant child's status if the applicant has lived (though not necessarily legally resided) in North Carolina for the five years preceding enrollment or re-registration.

Effect of marriage. Marriage alone does not prevent a person from becoming or continuing to be a resident for tuition purposes, nor does marriage in any circumstance insure that a person will become or continue to be a resident for tuition purposes. Marriage and the legal residence of one's spouse are, however, relevant information in determining residentiary intent. Furthermore, if both a husband and his wife are legal residents of North Carolina and if one of them has been a legal resident longer than the other, then the longer duration may be claimed by either spouse in meeting the twelve-month requirement for in-state tuition status.

Military personnel. A North Carolinian who serves outside the State in the armed forces does not lose North Carolina domicile simply by reason of such service. And students from the military may prove retention or establishment of residence by reference, as in other cases, to residentiary acts accompanied by residentiary intent.

In addition, a separate North Carolina statute affords tuition rate benefits to certain military personnel and their dependents even though not qualifying for the in-state tuition rate by reason of twelve months legal residence in North Carolina. Members of the armed services, while stationed in and concurrently living in North Carolina, may be charged a tuition rate lower than the out-of-state tuition rate to the extent that the total of entitlements for applicable tuition costs available from the federal government, plus certain amounts based under a statutory formula upon the in-state tuition rate, is a sum less than the out-of-state tuition rate for the pertinent enrollment. A dependent relative of a service member stationed in North Carolina is eligible to be charged the in-state tuition rate while the dependent relative is living in North Carolina with the service member and if the dependent relative has met any requirement of the Selective Service System applicable to the dependent relative. These tuition benefits may be enjoyed only if the applicable requirements for admission have been met; these benefits alone do not provide the basis for receiving those derivative benefits under the provisions of the residence classification statute reviewed elsewhere in this summary.

Grace period. If a person (1) has been a bona fide legal resident of the required duration, (2) has consequently been classified a resident for tuition purposes, and (3) has subsequently lost North Carolina legal residence while enrolled at a public institution of higher education, that person may continue to enjoy the in-state tuition rate for a grace period of twelve months measured from the date on which North Carolina legal residence was lost. If the twelve months ends during an academic term for which the person is enrolled at a State institution of higher education, the grace period extends, in addition, to the end of that term. The fact of marriage to one who continues domiciled outside North Carolina does not by itself cause loss of legal residence marking the beginning of the grace period.

Minors. Minors (persons under 18 years of age) usually have the domicile of their parents, but certain special cases are recognized by the residence classification statute in determining residence for tuition purposes.

(a) If a minor's parents live apart, the minor's domicile is deemed to be North Carolina for the time period(s) that either parent, as a North Carolina legal resident, may claim and does claim the minor as a tax dependent, even if other law or judicial act assigns the minor's domicile outside North Carolina. A minor thus deemed to be a legal resident will not, upon achieving majority before enrolling at an institution of higher education, lose North Carolina legal residence if that person (1) upon becoming an adult "acts, to the extent that the person's degree of actual emancipation permits, in a manner consistent with bona fide legal residence in North Carolina" and (2) "begins enrollment at a North Carolina public institution of higher education not later than the fall academic term following completion of education prerequisite to admission at such institution."

(b) If a minor has lived for five or more consecutive years with relatives (other than parents) who are domiciled in North Carolina and if the relatives have functioned during this time as if they were personal guardians, the minor will be deemed a resident for tuition purposes for an enrolled term commencing immediately after at least five years in which these circumstances have existed. If under this consideration a minor is deemed to be a resident for tuition purposes immediately prior to his or her eighteenth birthday, that person on achieving majority will be deemed a legal resident of North Carolina of at least twelve months duration. This provision acts to confer in-state tuition status even in the face of other provisions of law to the contrary; however, a person deemed a resident of twelve months duration pursuant to this provision continues to be a legal resident of the State only so long as he or she does not abandon North Carolina domicile.

Lost but regained domicile. If a student ceases enrollment at or graduates from an institution of higher education while classified a resident for tuition purposes and then both abandons and reacquires North Carolina domicile within a 12-month period, that person, if he or she continues to maintain the reacquired domicile into re-enrollment at an institution of higher education, may re-enroll at the in-state tuition rate without having to meet the usual twelve-month durational requirement. However, any one person may receive the benefit of the provision only once.

Change of status. A student admitted to initial enrollment in an institution (or permitted to re-enroll following an absence from the institutional program which involved a formal withdrawal from enrollment) must be classified by the admitting institution either as a resident or as a nonresident for tuition purposes prior to actual enrollment. A residence status classification once assigned (and finalized pursuant to any appeal properly taken) may be changed thereafter (with corresponding change in billing rates) only at intervals corresponding with the established primary divisions of the academic year.

Transfer students. When a student transfers from one North Carolina public institution of higher education to another, he or she is treated as a new student by the institution to which he or she is transferring and must be assigned an initial residence status classification for tuition purposes.

University regulations concerning the classification of students by residence, for purposes of applicable tuition differentials, are set forth in detail in *A Manual to Assist The Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes*. Each enrolled student is responsible for knowing the contents of this manual, which is the controlling administrative statement of policy on the subject. The "Manual" is available for review in the office of the University Residency Officer, located in John Thomas Hall. It is also available on the WEB at www.appstate.edu (click on "Students," then "Office of the Registrar," then "Residency for Tuition Purposes"). This site contains the "Manual" and appropriate application forms. Questions should be directed to the University Residency Officer at (828) 262-7961.

STUDENT FINANCIAL AID

Esther Manogin, Director

Appalachian State University recognizes that some students do not have the financial resources to meet their educational expenses. Through student financial aid programs, Appalachian makes every effort to assist students in financing their education. With the exception of certain Appalachian academic scholarships, all students interested in receiving financial assistance must complete the Free Application for Federal Student Aid (FAFSA) on the Web (FOTW) or the Renewal Free Application for Federal Student Aid on the Web (Renewal FOTW). The student and at least one parent of a dependent student must have a U.S. Department of Education PIN to complete the FOTW. Obtain these PINs at www.pin.ed.gov. Complete the FOTW at www.fafsa.ed.gov. The paper FAFSA may be completed, but the processing of the paper FAFSA will take longer than the FOTW.

In order to receive priority consideration, the FAFSA should be completed as soon after January 1 as possible and before Appalachian's priority deadline of March 15 for the upcoming year. The FOTW may be completed after the March 15 filing deadline, but the student will not receive priority consideration for need-based grants.

Students must reapply for financial aid each year. Financial aid funding does not transfer from one institution to another. It is the student's responsibility to inquire about Appalachian's financial aid application procedures for the academic year or for summer school.

Appalachian State University offers grants, loans and work opportunities for which a student will be considered once the FOTW data have been received. Several of these programs are briefly described on the following pages. Further information may be obtained from the Office of Student Financial Aid, which is located on the second floor of John E. Thomas Hall or at www.financialaid.appstate.edu.

Financial aid recipients should refer to the index for "Refund Policy" for information concerning the return of funds due to withdrawal from the University.

If you have questions concerning the financial aid process, please contact the Office of Student Financial Aid by phone at (828) 262-2190 or by fax at (828) 262-2585. The office is open Monday through Friday, 8:00 a.m. to 5:00 p.m., excluding University observed holidays.

INFORMATION TO VETERANS, DEPENDENTS OF DISABLED OR DECEASED VETERANS, MEMBERS OF NATIONAL GUARD/RESERVES

The University is approved for training veterans and dependents of deceased or disabled veterans under the following programs administered by the Department of Veterans Affairs:

- Montgomery GI Bill-Active Duty Educational Assistance (Chapter 30)
- Montgomery GI Bill-Selective Reserve Educational Assistance Program (Chapter 1606)
- Post-Vietnam Era Veterans' Educational Assistance Program (Chapter 32)
- Survivors' and Dependents' Educational Assistance Program (Chapter 35)
- Restored Entitlement Program for Survivors (REPS)
- Vocational Rehabilitation (Chapter 31)

Persons eligible to receive these benefits must process an application and enrollment data sheet with the Veterans Affairs Coordinator, Office of Student Financial Aid.

Children of disabled or deceased veterans, who are North Carolina residents, may be eligible for a scholarship from the North Carolina Division of Veterans Affairs, Raleigh, North Carolina that pays tuition, some fees, and an allowance for room, and meals. Applications may be obtained from a veteran's service officer located in the prospective student's hometown or county.

Members of the North Carolina National Guard may be eligible for tuition assistance. National Guard Members should contact her or his unit to obtain an application.

Additional information regarding VA related benefits may be obtained by contacting the Veterans Affairs Coordinator, Office of Student Financial Aid, Appalachian State University, Boone, North Carolina 28608, (828) 262-2583.

STUDENT EMPLOYMENT PROGRAMS

Student employment programs are maintained to help students pay educational expenses while attending classes. Students participating in the programs are employed in administrative offices, in colleges and academic departments, and in service facilities such as the bookstore, the library, the food service areas, University Recreation, and the Student Union.

The on-campus student employment programs consist of the Student Temporary work program and the Federal Work-Study Program.

On-campus and off-campus job information is provided by the Student Employment Office located in the Career Development Center in John E. Thomas Hall. The function of this office is to provide referral information for on-campus and off-campus jobs for enrolled students. In addition, Student Employment is responsible for placing Federal Work-Study students. You may access our online job board at www.studentemployment.appstate.edu. Choose Student Employment to find links to some of our larger campus employers, or choose the Job Board to search for on-campus and off-campus jobs by category.

Generally, students may work up to 15-20 hours per week in University-operated work programs. Work schedules will be arranged by the student and work supervisor with the understanding that class schedules have first priority.

STUDENT LOAN PROGRAMS

Eligible students must be enrolled at least half-time, five credit (not audit) hours to receive a federal loan. Detailed information concerning student loan programs will be included with the financial aid award letter or at www.financialaid.appstate.edu. General information is also available in *The Student Guide* (published by the Department of Education), which may be obtained from any post-secondary institution or by accessing the Office of Student Financial Aid Web Site at www.financialaid.appstate.edu.

Loans available to Appalachian students include:

- Federal Subsidized Stafford Loan (based on financial need)
- Federal Unsubsidized Stafford Loan (not based on financial need)

SCHOLARSHIPS AND FELLOWSHIPS

A number of scholarships and fellowships are available to qualified graduate students. The Graduate School awards some scholarships to students who have been selected by the Graduate School's Scholarships Committee; individual programs and departments make other awards. Graduate scholarship and fellowship information may be found at www.graduate.appstate.edu. **Non-degree students and certificate-only students are not eligible for scholarships or fellowships.**

NORTH CAROLINA NEED-BASED GRANT (NCNB)

In order to be considered for this grant, a student must be a resident of North Carolina and have exceptional need. This grant may be awarded to graduate students who meet the above requirements and enroll for at least 9 credit (not audit) hours as a graduate student. Complete the FOTW to apply for the NCNB grant.

GRADUATE ASSISTANTSHIPS

Competitively awarded graduate assistantships involving teaching, research, or service to the University are available in most departments for the regular session. Assistants will devote 5, 10, 15 or 20 hours a week to instruction, research, or service for the University. Assistants are permitted to carry an academic load of up to twelve semester hours depending upon the classification of the assistantship. Certificate-only students and students admitted provisionally are not eligible to hold graduate assistantships. The average single assistantship carries a stipend of \$6,500. Appalachian offers only a limited number of graduate assistantships for the summer session, with an average stipend of \$1,000 for each term. The application is available at www.graduate.appstate.edu/gradstudies/prospective/applications.html. (Graduate Assistants are still responsible for payment of tuition and fees.)

OUT-OF-STATE TUITION SCHOLARSHIPS

A limited number of scholarships equivalent to the difference between in-state and out-of-state tuition are available to exceptional students. Requests should be made to the Program Director, as early as possible for consideration.

Degree Requirements

Degree requirements are listed showing the minimum for each degree. Credentials of each applicant are reviewed and a program of study is devised for each individual. Therefore, students may be required to take course work above the minimum. For specific information about programs and requirements, direct correspondence to the Graduate Student Advisor of the particular department.

SUMMARY OF PROCEDURES FOR GRADUATE DEGREE STUDENTS

SUCCESSIVE STEP

1. Application for admission to Graduate School.
2. Consultation with departmental advisor.
3. Completion of the program-of-study leading to the degree.
4. Application for admission to candidacy.

5. Approval of thesis/dissertation committee, presentation and approval of prospectus (for students who are writing a thesis or dissertation).
6. Clearance and application for degree. Obtain necessary forms and instructions from the Graduate Office. Students must be registered for at least one semester hour in the semester in which they plan to graduate.
7. Completion and defense of thesis or dissertation.
8. Submission of unbound copy of thesis or dissertation to Graduate School.
9. For all students required to take comprehensive examination and/or do Product of Learning: Comprehensive examination and/or Product of Learning, as required by program.
10. Conferring of degree.

TIME

1. At least one month prior to student's first registration.
2. During registration and about two weeks later.
3. Prior to the close of the first semester. (*recommended*)
4. After the student has completed one semester (8-12 hours) of graduate study, but before the student completes 18 hours. **Doctoral Students:** After satisfactory completion of the Qualifying Exam and Prospectus. (*recommended*)
5. During the semester prior to the semester in which research/scholarship activity begins and no later than the semester prior to the one in which the thesis or dissertation is defended.
6. By the graduation application deadline stated in the Schedule of Classes and stated on the Application for a Graduate Degree. (Also see the Graduate School's web site at www.graduate.appstate.edu for more graduation information.)
7. At least 10 working days prior to last class day of the final semester. (*required*)
8. At least 10 working days prior to last class day of the final semester. (*required*)
9. At least 14 calendar days prior to date for graduation.

10. Commencement.

Advisors. Students admitted to a program of graduate study at Appalachian State University are assigned an academic advisor or advisory committee from the department or curriculum program in which the student plans to complete the major portion of her/his work. Students are expected to meet with their advisors during the first term on-campus for the purpose of developing their programs. Changes in the program may be made only with the approval of the advisor and the Senior Associate Dean of Graduate Studies. Course work taken without approval will not automatically be applicable towards the degree.

Student Responsibility. Graduate students are entrusted with the responsibility for monitoring their own progress. They keep an up-to-date record of the courses taken in their proposed programs and check periodically with their advisors. Responsibility for errors in their programs or in meeting requirements rests entirely with a student.

ADMISSION TO CANDIDACY - MASTER'S AND SPECIALIST'S DEGREE STUDENTS

Admission to Graduate School does not carry with it Admission to Candidacy for the graduate degree. Admission to Candidacy requires one semester of graduate study in the University, Graduate School approval of the student's Program of Study, and at least a 3.00 grade-point average, as explained in number 2. below.

1. Students shall file with their advisor a proposed Program of Study before the end of the first semester. Forms for this purpose may be obtained either from the advisor, from the Graduate School, or from the Graduate School website. The Program of Study is presented to the Graduate School by the advisor immediately upon approval by the advisory committee.
2. Before being accepted as a candidate for the degree, an applicant will be expected to have demonstrated ability to do satisfactory work at the graduate level. A student must have at least a 3.00 grade-point average at the time the application for candidacy is presented.
3. Admission to Candidacy is contingent upon the recommendation of the applicant's advisory committee which may have additional program dependent criteria. If the candidate's advisor and committee cannot recommend the student for Admission to Candidacy after the student has completed 8 to 12 semester hours, the student may not register for further course work leading to a graduate degree. If the student is not permitted to continue, the advisor will inform the student in writing of the reasons for not recommending the student for candidacy. If the student does not qualify for candidacy before the completion of 18 hours, the student will not normally be permitted to continue as a degree student.
4. At the time the student is recommended for Admission to Candidacy, the committee will indicate the specific proficiency, if one is required for the particular major involved. (See the section following on proficiency requirements or see the department descriptions.)

ADMISSION TO CANDIDACY - DOCTORAL STUDENTS

Admission to the doctoral program does not carry with it Admission to Candidacy for the doctoral degree. Admission to Candidacy requires satisfactory completion of the Qualifying Exam and Prospectus.

DOUBLE MAJOR

The student may, in certain circumstances, be permitted to construct a Program of Study which will lead to the completion of more than one major under the same graduate degree. The advisors and advisory committee, to be appointed by the chair(s) of the department(s) offering the majors, will be composed of graduate faculty members from each of the majors involved to insure that the student's Program of Study meets fully all of the requirements in each of the majors. The student should be aware that more than the minimum number of hours may be required to complete such a program, and that a comprehensive examination and/or Product of Learning will be administered for each of the majors involved if applicable. (NOTE: The MBA and MS in Accounting degrees do not require a comprehensive examination nor a Product of Learning.)

DOUBLE MASTER'S DEGREE

A student may, in certain circumstances, complete two different master's degrees concurrently. Unlike the double major (two disciplines within the same degree, generally the MA or the MS), this option allows for a combination of two completely separate degree programs, e.g. the MBA plus the MS, or the MPA plus the MA. The following restrictions apply WITHOUT EXCEPTION: 1) the student must apply to both programs at the same time and must satisfy all admission requirements for both programs; 2) the student must file two Programs of Study, designed in consultation with the directors of both degree programs; 3) both degrees must be completed within the 7-year time limit; 4) the student must graduate from both degrees in the same term. Before applying for the double degree option, an applicant should consult first with the directors of both programs, as well as with the Graduate School.

REQUIREMENTS FOR GRADUATION

The degrees of Master of Arts, Master of Business Administration, Master of Library Science, Master of Music, Master of Music Therapy, Master of Public Administration, Master of School Administration, Master of Science, Education Specialist, Specialist in School Psychology, or Doctor of Education may be conferred upon a student who has successfully completed the program of work. Persons who wish to graduate in a certain term must: 1) be registered for at least one semester hour for that term; 2) apply for graduation by the deadline for that term; and 3) have completed all graduation requirements or be able to complete all graduation requirements by the end of that term.

All graduate degree programs must conform to the following time limit, GPA, and non-degree course limitations. In addition, master's degrees, education specialist's degrees, and the doctoral program have several requirements specific to those programs.

TIME LIMIT REQUIREMENTS

All graduate credit offered for the degree must have been earned within 7 calendar years of admission. Coursework taken beyond the 7-year limit cannot be used for the degree.

GPA REQUIREMENTS

Grades on coursework may not average lower than 3.0 at any time in the program. No graduate course with a grade of "F" or "U" will be credited toward the degree.

NON-DEGREE COURSE CREDIT LIMITATIONS

The candidate may, with permission of the program director, request approval from the Graduate School to include up to 6 hours of graduate coursework taken under non-degree status at Appalachian. For students seeking licensure prior to admission, the limit on non-degree coursework on a program is 12 hours. These requests are not automatic and will be reviewed on a case-by-case basis. These hours are also subject to the 7-year time limit requirement.

ADDITIONAL MASTER'S DEGREE REQUIREMENTS

In addition to the general time limit, GPA, and non-degree course requirements, the master's degree programs must comply with the following general requirements related to proficiency coursework, transfer credits, and examinations. Students completing the MA/SSP program in school psychology are also subject to these rules.

Proficiency Requirements. Candidates for many of the Master of Arts degrees and the MA/SSP degree will be expected to demonstrate proficiency in a skill required for research or practice in the field. These may include one or more of foreign language, computer science, the use of technology, or statistics. Please see the programs for specific information on these requirements.

Foreign Language. A reading knowledge of a foreign language, normally Spanish, French or German may be required. A language other than one normally required may be substituted with the approval of the student's advisor and the Dean of Graduate Studies and Research. Two years of successful college study in a language will meet the requirements. One who has not completed two years of college credit must take a language examination.

The student should apply for the language examination directly to the chair of the Department of Foreign Languages and Literatures not later than three weeks before the date the examination is scheduled. The departmental chair, after reviewing

the student's examination paper, will submit to the Dean of Graduate Studies and Research a report of the student's performance. The Dean of Graduate Studies and Research will inform the student and the student's advisor by mail whether the student has passed the examination. The student must have passed the examination in a foreign language before being permitted to file an application for a master's degree.

Computer Science, Statistics. Students required to demonstrate proficiency in one of these areas should consult the departmental chairs in the Department of Computer Science or the Department of Mathematical Sciences. Typically, completing coursework in the area will satisfy proficiency.

Use of Technology. Students required to demonstrate proficiency in the use of technology should consult the program director for information.

Coursework Requirements. Course requirements depend upon whether the program has a thesis option.

THESIS OPTION

Coursework: A minimum of 30 hours of approved graduate coursework, including the thesis. Note: Some programs require more than the minimum of 30 hours; please see the specific program description.

Transfer Credits: A candidate may, with permission of the program director, request approval from the Graduate School to transfer up to 6 semester hours of graduate course work from an approved graduate school. Graduate work included in a previous degree from another institute may not be included on a program of study. Transfer credits are also subject to the 7-year time limit requirement.

Thesis: The thesis should represent the culmination of an independent research project conducted by the student, and will show command of the literature and research methodology of her/his specialty. The thesis is expected to be written in English and conform to accepted standards used in research writing. In special cases, languages other than English may be used; the substitution is not permitted as a matter of the student's convenience, but may be allowed when the student has sufficient skill at composition and has a thesis topic that is, in the judgment of the advisor, especially suited to treatment in the second language. The Dean's approval of the use of a language other than English must be obtained in advance.

The student must have presented a prospectus to the thesis committee and received approval of the proposed topic before being permitted to register for the thesis. The candidate's thesis advisor and two graduate faculty members of the department will constitute the thesis committee. Graduate faculty outside of the student's department may be appointed with the approval of the Graduate Dean. No more than one member of the thesis committee may be from another department or institution. The departmental chair may appoint any member of the department graduate faculty to act as chair of the thesis committee and to supervise the writing of the thesis.

Examination or Product of Learning Requirements. Most programs require acceptable performance on a comprehensive examination, capstone experience, thesis defense, and/or product of learning. In some programs, the thesis defense constitutes the comprehensive examination. The product of learning is required for candidates seeking advanced licensure in teacher education programs, and may either replace the comprehensive examination or be required in addition to the examination, depending upon the particular program. Please see the specific program for details. Several rules govern the timing and approval process for these items:

- Students must be admitted to candidacy before scheduling comprehensive examinations and product of learning presentations.
- Comprehensive examinations and product of learning presentations must be completed no earlier than in the last 1/3 of the program and no later than 14 calendar days prior to the official date of graduation.
- Comprehensive examinations must be evaluated by at least 3 members of the graduate faculty, all of whom must sign the Report of Comprehensive form prior to submission to the Registrar's Office.
- The Product of Learning presentation must include practicing K-12 teachers and university faculty. The Product of Learning Report form must be signed by the chair of the student's committee, the graduate program director, and the departmental chair prior to submission to the Registrar's Office.
- Thesis defense must be completed and the thesis submitted to the graduate school no later than 10 days prior to the last day of classes.

NON-THESIS OPTION

Coursework: A minimum of 36 hours of approved graduate coursework, except for the MS in Accounting which requires 30 hours. Note: Some programs require more than the minimum of 36 hours; please see the specific program description.

Transfer Credits: A candidate may, with permission of the program director, request approval from the Graduate School to transfer up to 9 semester hours of graduate course work from an approved graduate school. Graduate work included in a previous degree from another institute may not be included on a program of study. Transfer credits are also subject to the 7-year time limit requirement.

Examination or Product of Learning Requirements. Most programs require acceptable performance on a comprehensive examination, capstone experience, and/or product of learning. The product of learning is required for candidates seeking advanced licensure in teacher education programs, and may either replace the comprehensive examination or be required in addition to the examination, depending upon the particular program. Please see the specific program for details. Several rules govern the timing and approval process for these items:

- Students must be admitted to candidacy before scheduling comprehensive examinations and product of learning presentations.
- Comprehensive examinations and product of learning presentations must be completed no earlier than in the last 1/3 of the program and no later than 14 calendar days prior to the official date of graduation.
- Comprehensive examinations must be evaluated by at least 3 members of the graduate faculty, all of whom must sign the Report of Comprehensive form prior to submission to the Registrar's Office.
- The Product of Learning presentation must include practicing K-12 teachers and university faculty. The Product of Learning Report form must be signed by the chair of the student's committee, the graduate program director, and the departmental chair prior to submission to the Registrar's Office.

ADDITIONAL EDUCATION SPECIALIST'S DEGREE REQUIREMENTS

In addition to the general time limit, GPA, and non-degree course requirements, the specialist's degree programs must comply with the following general requirements related to coursework, transfer credits, and examinations.

Coursework Requirements. A minimum of 30 hours of approved graduate coursework beyond the master's level.

Transfer Credits: A candidate may, with permission of the program director, request approval from the Graduate School to transfer up to 9 semester hours of graduate course work beyond the master's level from an approved graduate school. Graduate work included in a previous degree from another institute may not be included on a program of study. Transfer credits are also subject to the 7-year time limit requirement.

Thesis: The thesis is optional in several of the programs. The thesis should represent the culmination of an independent research project conducted by the student, and will show command of the literature and research methodology of her/his specialty. The thesis is expected to be written in English and conform to accepted standards used in research writing. In special cases, languages other than English may be used; the substitution is not permitted as a matter of the student's convenience, but may be allowed when the student has sufficient skill at composition and has a thesis topic that is, in the judgment of the advisor, especially suited to treatment in the second language. The Dean's approval of the use of a language other than English must be obtained in advance.

The student must have presented a prospectus to the thesis committee and received approval of the proposed topic before being permitted to register for the thesis. The candidate's thesis advisor and two graduate faculty members of the department will constitute the thesis committee. Graduate faculty outside of the student's department may be appointed with the approval of the Graduate Dean. No more than one member of the thesis committee may be from another department or institution. The departmental chair may appoint any member of the department graduate faculty to act as chair of the thesis committee and to supervise the writing of the thesis.

Examination Requirements. Specialist's programs require acceptable performance on a comprehensive examination. Several rules govern the timing and approval process for these exams:

- Students must be admitted to candidacy before scheduling comprehensive examinations.
- Comprehensive examinations must be completed no earlier than in the last 1/3 of the program and no later than 14 calendar days prior to the official date of graduation.
- Comprehensive examinations must be evaluated by at least 3 members of the graduate faculty, all of whom must sign the Report of Comprehensive form prior to submission to the Registrar's Office.

ADDITIONAL DOCTORAL DEGREE REQUIREMENTS

In addition to the general time limit, GPA, and non-degree course requirements, the doctoral degree program must comply with the following general requirements related to coursework, transfer credits, and examinations. Additional details are listed with the program description.

Coursework Requirements. A minimum of 60 hours of approved graduate coursework beyond the master's level. Students holding the EdS from Appalachian may be exempt from up to 30 hours. This exemption is not automatic, and must be approved through the program director. Note: This exemption is not allowed for students holding the EdS from another institution.

Transfer Credits. A candidate may, with permission of the program director, request approval from the Graduate School to transfer up to 9 semester hours of graduate course work beyond the master's level from an approved graduate school. Graduate work included in a previous degree from another institute may not be included on a program of study. Transfer credits are also subject to the 7-year time limit requirement.

Dissertation. A dissertation is required.

Examination Requirements. Doctoral programs require acceptable performance on a qualifying examination prior to registering for dissertation credit.

SECOND MASTER'S DEGREE

A student holding a master's degree may earn a second master's degree in another discipline, following the same admission procedures as stated for the master's degree. During the first semester of study for a second master's, students plan with their advisors a Program of Study to include a minimum of 30 additional semester hours which may or may not include a thesis. If a thesis is included, at least 24 semester hours of the work must be completed through Appalachian, allowing for 6 hours of graduate work from another approved graduate school. If a thesis is not written, at least 21 hours of the work must be completed through Appalachian, allowing for 9 hours of graduate work from another approved graduate school. With either the thesis or the non-thesis option, transfer work cannot be older than 7 years old at the time the degree is awarded from Appalachian. The Program of Study and Admission to Candidacy recommendation forms must be submitted by the end of the first semester. The comprehensive examination and/or the Product of Learning must be done at least 14 calendar days prior to the date on which the candidate is awarded the degree. Graduate course work from an earned degree cannot be included in the second master's degree.

NOTE: In the Department of Human Development and Psychological Counseling, a second master's degree requires meeting all program course requirements with a minimum of 36 semester hours.

FIELD-BASED OPTION

Designed primarily for other than full-time students, several master's and specialist's degree programs provide the opportunity for students to extend or update their academic credentials in a location other than Boone. The student is responsible for meeting regulations and degree requirements as set up by the Graduate School.

See the Office of Extension and Distance Education for information on programs offered in this manner: www.ext-dl.appstate.edu.

APPLICATION FOR THE DEGREE

The graduate student must file with the Dean of Graduate Studies and Research an application for the master's or specialist's or doctoral degree by the deadline specified in the current Schedule of Classes. The application form may be secured from the Graduate School. If qualified to apply for a licensure to teach in North Carolina, the candidate may also file an application for a teaching license. (This form may be secured from the Graduate School).

Graduate students cannot graduate at the end of the academic term in which they are admitted nor at the end of the term in which they have been on a leave of absence. All graduate students must be enrolled in at least one hour of graduate credit during the academic term in which they graduate. (See the Leave of Absence Policy in the Admissions section of this bulletin.)

COMMENCEMENT

Candidates for graduate degrees are encouraged to be present at commencement.

GRADUATE MINORS

A graduate (MA) minor consists of 8-12 semester hours in certain approved subjects. Those areas which offer approved minors are:

Appalachian Studies (203/05.0199)	Philosophy and Religion (269/38.9999)
English (235/23.0101)	Physics (272/40.0801)
Family and Consumer Sciences (527/19.0101)	Psychology (276/42.0101)
Geography (241/45.0701)	Romance Languages/French (222/16.0999)
History (248/54.0101)	Romance Languages/Spanish (223/16.0999)

GRADUATE CERTIFICATE PROGRAMS

For information on the following graduate certificate programs, please contact the Cratis D. Williams Graduate School at (828) 262-2130, or visit our website at www.graduate.appstate.edu.

Addiction Counseling (423A/13.1102)
Appalachian Studies (200A/05.0199)
Computer Information Systems (310A/52.1201)
Educational Media Instructional Technology: Web-Based Distance Learning (419A/13.0501)
Expressive Arts Therapy (425A/13.1102)
Gerontology (110A/30.1101)
Human Resource Management (330A/52.1001)
Media Literacy (424A/13.0501)
Reading Education (475A/13.1315)
Women's Studies (130A/05.0207)

Academic Regulations

THE INSTRUCTIONAL PROGRAM

The instructional program at Appalachian State University is diversified, attempting to meet the needs of many types of students. In addition to the course offerings listed under each instructional department, students who have been admitted to candidacy for a degree may elect to do independent study under the direction of selected faculty members, or the students may also elect to participate in an internship. Detailed information on each of these options is given in appropriate sections of this *Graduate Bulletin*.

A new *Graduate Bulletin* is issued biennially; and, while course offerings are fairly similar from year to year, the graduate faculty reserves the right to make changes in curricula, degree requirements, and academic policies. The information in any given catalog/bulletin is, therefore, usually valid only for the two-year period of its issue, and is superseded by subsequent issues. Any interested person should consult the most recent issue of the *Graduate Bulletin* for current information about the instructional program.

Any changes in degree requirements do not, however, affect a student already enrolled in a degree program. In those rare cases where specific required courses are no longer available, the dean's office will identify suitable substitutes which do not increase the overall credit requirements. All students may, and usually do, elect to graduate in accordance with the degree requirements in force during the time of their first registration at Appalachian, provided that they graduate within seven years of date of entry. All graduate students may, however, elect to graduate under any *Graduate Bulletin* issued after entry into the University and prior to graduation provided they were enrolled in the University during the time when the bulletin was in effect. Graduate students electing to graduate under a new *Graduate Bulletin* must meet all requirements of the catalog/bulletin under which they wish to graduate. In order to change the catalog/bulletin under which they intend to graduate, graduate students must notify the office of the Dean of Graduate Studies and Research.

Changes in academic policies become effective for all students on the date approved for implementation.

Registration at Appalachian indicates the student's willingness to accept both published academic regulations and rules found in official announcements of the University.

In the interest of all its students, Appalachian reserves the right to decline admission, to suspend, or to require the withdrawal of a student when such action is, by due process, deemed in the interest of the University.

STANDARDS OF SCHOLARSHIP. In all work for a degree, scholarly performance is expected. The student is expected to demonstrate academic competence, intellectual honesty and responsibility, a willingness to do more than the minimum required, and the ability to think critically and constructively.

State statutes concerning standards of scholarship are as follows:

14-118.2. Assisting, etc., in obtaining academic credit by fraudulent means.

(a) It shall be unlawful for any person, firm, corporation or association to assist any student, or advertise, offer or attempt to assist any student, in obtaining or in attempting to obtain, by fraudulent means, any academic credit, or any diploma, license or other instrument purporting to confer any literary, scientific, professional, technical or other degree in any course of study in any university, college, academy, or other educational institution. The activity prohibited by this subsection includes, but is not limited to, preparing or advertising, offering, or attempting to prepare a term paper, thesis, or dissertation for another and impersonating or advertising, offering or attempting to impersonate another in taking or attempting to take an examination.

(b) Any person, firm, corporation or association violating any of the provisions of this section shall be guilty of a misdemeanor punishable by a fine of not to exceed five hundred dollars (\$500.00), imprisonment for not more than six months, or both. Provided, however, the provisions of this section shall not apply to the acts of one student in assisting another student as herein defined if the former is duly registered in an educational institution and is subject to the disciplinary authority thereof. (1963, c.781; 1969, c.1224, s.7.)

COURSE AND GRADE POLICIES

COURSE NUMBERING. Courses designated in this catalog as 5000 and above are limited to graduate students only. Lower level undergraduate courses can be taken as prerequisites only.

The figure in parentheses after the course title tells the credit in semester hours; for example, the figure (3) means three semester hours. Semesters of the year in which the course is offered are represented by symbols: "F" for Fall semester, "S" for Spring semester, and "SS" for a Summer Session.

A hyphen in the course number, credit, and semesters of the year in which the course is offered indicates that the course extends through more than one semester and that the preceding semester must be completed before the following semester can be taken.

The comma in the course number, credit, and semesters indicates that the course is continuous but that one semester may be taken independently of another.

The semicolon in the semesters offered indicates that the course is a one-semester course and is repeated in a subsequent semester. If the course is a two-semester sequence, the semicolon in the semester offered indicates that all courses listed are normally taught in the semesters indicated. Special requirements for admission to a course are stated after the word prerequisite.

CROSS-LISTED COURSES. Certain courses are cross-listed with multiple departments using the same course number and covering the same content (e.g. CI 5045/SPE 5045). Students enroll for the course through their major department in order to fulfill specific discipline requirements for their program. Cross-listed courses are noted in the course descriptions as follows: (Same as CI 5045/SPE 5045.)

DUAL-LISTED COURSES. Selected courses are noted as being dual-listed. Each dual-listed course has a concurrent undergraduate equivalent and students in the two courses meet in one classroom. Graduate students who are enrolled in a dual-listed course are expected to complete extra assignments above and beyond those that are assigned to the undergraduates in the class. No more than 12 semester hours of dual-listed courses may be included in a student's program of study for a 36-hour program. Students in a 30-hour program are limited to 9 semester hours. Dual-listed courses are noted in the course descriptions as follows: [Dual-listed with CI 4740/CI 5740.]

COURSE PREFIXES. In stating departmental prerequisites, the following list of course prefixes will be used:

Accounting	ACC	Health Care Management	HCM
Anthropology	ANT	Health Education	HED
Appalachian Studies	AS	Health Promotion	HP
Applied Music	AMU	Higher Education	HE
Art	ART	History	HIS
Astronomy	AST	Hospitality Management	HOS
Athletic Training	AT	Human Development and Psychological Counseling	HPC
Biology	BIO	Interdisciplinary Studies	IDS
Business	BUS	Interior Design	INT
Business Education	BE	Japanese	JPN
Chemistry	CHE	Latin	LAT
Chinese	CHN	Law	LAW
Communication	COM	Leadership and Higher Education	LHE
Communication Disorders	CD	Library Science	LIB
Computer Information Systems	CIS	Management	MGT
Computer Science	CS	Marketing	MKT
Cooperative Education Program	CEP	Master of Business Administration	MBA
Criminal Justice	CJ	Mathematical Sciences	MAT
Curriculum and Instruction	CI	Military Science and Leadership	MSL
Dance	DAN	Music	MUS
Economics	ECO	Philosophy and Religion	P&R
Educational Leadership	EDL	Physical Education	PE
English	ENG	Physics	PHY
Exercise Science	ES	Planning	PLN
Family and Consumer Sciences	FCS	Political Science	PS
Finance, Banking and Insurance	FIN	Production/Operations Management	POM
Foreign Languages and Literatures	FL	Psychology	PSY
Foundations of Education	FDN	Reading	RE
French	FRE	Recreation Management	RM
General Honors	GH	Russian	RSN
General Science	GS	Social Work	SW
General Science Astronomy	GSA	Sociology	SOC
General Science Biology	GSB	Spanish	SNH
General Science Chemistry	GSC	Special Education	SPE
General Science Geology	GSG	Statistics	STT
General Science Physics	GSP	Technology	TEC
Geography	GHY	Theatre	THR
Geology	GLY	University Studies	US
German	GER		

COURSE LOADS

The maximum course load for a graduate student during the regular academic year is 15 semester hours per semester for a student without an assistantship, and 9-12 semester hours for those holding assistantships. For each summer session, the course load maximum is six semester hours for a four-or-five week term and 1 course per 3 & 2 week terms. Graduate students may not earn more than 12 hours for the entire summer.

For full-time resident credit, graduate students must be registered for a minimum of nine semester hours.

The maximum load for graduate students during the regular academic year and the summer session is outlined below.

Academic Year

Full-time without assistantship	15 hours
Full-time with assistantship	9 to 12 hours

Summer Session

4 & 5-week terms	6 hours
3 & 2-week terms	1 course

A graduate student may not earn more than 12 hours for the entire summer.

REGISTRATION

Graduate students register at the time specified on the University's academic calendar. Registration material and instructions are provided by the Registrar's Office.

CLASS ATTENDANCE

Graduate students are expected to be responsible for regular class attendance. A student whose attendance in classes is unsatisfactory to the instructor, the advisor, or the Dean of Graduate Studies and Research may be excluded from a course, a final examination, or a graduate program.

INCLEMENT WEATHER POLICY

Appalachian State University reserves the right to cancel or delay classes during severe weather conditions. In determining whether to do so, the Chancellor consults with the Provost, Vice Chancellors, and other appropriate personnel. Only the Governor of North Carolina has the authority to close the institution due to adverse weather conditions.

The Office of Public Affairs, or its designee, has the responsibility for publicizing the Chancellor's decision to cancel or delay classes. Every effort will be made to reach such a decision by 6:30 a.m. of the affected day. The information will be disseminated via the ASU home page and AppalNET, and to local radio and regional TV stations able to report the university's status in sufficient detail (e.g., the expectations for staff members or the time until which classes are being delayed). Also, a recorded telephone message announcing any change in normal operations is available at (828) 262-SNOW. Faculty are reminded that media do not announce individual class cancellations.

Staff employees (SPA) should follow the State's adverse weather policy as distributed on the Human Resource Services web page: <http://www.hrs.appstate.edu/leave/adverse.htm>. Information concerning any cancellations or delays of ASU classes offered at off-campus sites will be accessible at www.ext-dl.appstate.edu.

"Classes are cancelled" means that no classes will be held on the day or night indicated, and such notices will state the expectations for staff employees. Announcements of class delays will specify the point during the day at which classes will resume meeting at their regularly scheduled times. "The University is closed" means that all classes and other activities are cancelled and that only essential personnel who can reach campus safely are expected to report.

Though it is impossible to describe precisely the conditions that may warrant interrupting normal operations, the people involved in such determinations will consider both the University's educational responsibilities and the physical welfare of all members of its community. The assessment of the situation will also take into account, as one factor, the status of the AppalCart bus system.

Because weather and road conditions often vary significantly within this area, the decision whether to travel must rest with the individual. When there has been no general cancellation of classes, individual faculty who are unable to meet their classes but have access to e-mail should send students timely notice that they will not meet. The faculty member must also notify the departmental chair by e-mail or telephone. Faculty are encouraged to make reasonable accommodation, including the opportunity to make up any missed assignments or examinations, for students who live at a distance from campus and have been absent from class because of dangerous weather or road conditions.

DROPPING A COURSE

During the Fall and Spring semesters there is a nine-week drop period beginning with the first day of classes. Within the first week of this period—i.e., the first five days of classes—a student is allowed to drop courses without either academic or financial penalty. Within the last eight weeks of this period—i.e., weeks two through nine— a student is allowed to drop courses without academic penalty. Note that there is no refund or adjustment of charges if a course is dropped after the first five days of classes. A student who holds a tuition remission or award must pay back the entire remission or award if that student withdraws from courses.

After the nine-week period a course cannot be dropped except for exceptional circumstances and with the approval of the instructor, the departmental chair and the dean. A drop approved for exceptional circumstances will not be computed in the grade-point average.

A course not officially dropped will receive a grade of “F” or “U”; the “F” will be computed in the grade-point average if the course is listed on the student’s approved Program of Study.

The drop periods for the summer terms will be published in the summer *Schedule of Classes*.

WITHDRAWAL

A student is allowed to officially withdraw (i.e., cease enrollment in all courses) WITHOUT ACADEMIC PENALTY during the first nine weeks of a Fall or Spring semester. In order to officially withdraw, the student must formally contact the Registrar’s Office.

A grade of “W” (Withdrawal) will be assigned to each course if the student withdraws during the first nine weeks of a Fall or Spring semester (the last day to withdraw WITHOUT ACADEMIC PENALTY is indicated in the *Schedule of Classes* published on-line at www.registrar.appstate.edu/regsinfo/scheclasse.html for each academic term).

A student who officially withdraws AFTER the first nine weeks of a Fall or Spring semester will receive a grade of “WF” (Withdrawal/Failing) or “WU” (Withdrawal/Unsatisfactory) for each course in which she or he is enrolled in at the time of withdrawal. The following are two exceptions to this policy:

1. A student can petition for withdrawal without academic penalty for compelling medical or psychological reasons. Students seeking a medical withdrawal must contact Student Health Services; those seeking a withdrawal for psychological reasons must contact the Counseling and Psychological Services Center. Supporting documentation will be required. If a medical or psychological withdrawal is approved, the student will receive a grade of “W” in each course for which she or he is enrolled.
2. A student can petition for withdrawal without academic penalty for extenuating reasons (i.e., other than medical or psychological). The student must formally notify the Registrar’s Office. The reasons for the withdrawal should be clearly stated, and supporting documentation may be required. Consideration will be given to the reasons for the withdrawal and grades may be assigned on a course-by-course basis, as deemed appropriate.

If a student does not regularly attend an audited course, the instructor may request an administrative withdrawal grade to be assigned. The instructor should provide documentation to the Registrar’s Office with the recommendation.

A student who holds a tuition scholarship or award must pay back the entire remission or award if that student withdraws from courses.

A student who ceases to attend all classes prior to the end of an academic term, and does not officially withdraw by notifying the Registrar’s Office, will automatically receive a “Failing” grade on each enrolled course.

Distance Learning students enrolled in an extension program should initiate withdrawals in the Office of Extension and Distance Education.

A student who officially withdraws from the University will receive a refund based on the date of notification. The refund percentage is published in the *Schedule of Classes* for each semester. The term refund should be understood to mean either: a) the repayment of money received by the University for tuition and fees, or b) a reduction of charges if tuition and fees have not yet been paid.

PROBATIONARY STATUS

After being suspended from graduate study for poor academic performance, a graduate student may be given one full semester or one summer session and the contiguous Fall semester - if the program and the Graduate School approve an appeal from the student - to bring the GPA up to 3.0 or better. That student will be considered to be enrolled under probationary status during the post-appeal semester. A student enrolled under probationary status cannot hold an assistantship, scholarship, or tuition scholarship.

A transfer course may not be used to substitute for a course in which a student earned a grade of “F” at Appalachian.

A student can have only one probationary semester per degree program.

SUSPENSION AND DISMISSAL

Appalachian reserves the right to exclude, at any time, a graduate student whose performance is unsatisfactory or whose conduct is deemed improper or prejudicial to the best interest of the University.

Graduate students who fail to maintain a cumulative grade-point average of at least 3.00 may not be permitted to re-register as degree candidates without the written recommendation of the advisor and the approval of the Dean of Graduate Studies and Research (see "Probationary Status"). Normally, degree candidacy is discontinued for the student who has received as many as four grades of "C," and if a graduate student receives a grade of "F" or "U," the student may not continue in Graduate School unless the advisor submits, in writing, an acceptable recommendation to the Dean of Graduate Studies and Research. In no case may a graduate student be permitted to repeat more than one course to improve the grade, and the student who receives a second grade of "F", "@F", "U", "WF" or "WU". A grade of "F" or "U" may not continue toward the graduate degree under any circumstances.

Graduate credit accepted in fulfillment of the requirements for a graduate degree shall average not lower than 3.00, and no credit toward the degree shall be granted for a grade of "F", "@F", "U", "WF" or "WU". A grade of "F" or "U" is assigned to a student who arbitrarily discontinues meeting a class or who withdraws without making proper arrangements with the Registrar's Office. Course work reported "Incomplete" must be completed within the following semester of the official ending of the course. Any extension of this period must be approved by the appropriate dean and the Registrar. The grade of "D" is not given in Graduate School and graduate students may not elect the Pass/Fail option.

GRADES AND GRADE-POINT AVERAGE

At the end of an academic term, grades are given in each course by letters which indicate the quality of work done by the student. Note that at the graduate level, the final grade-point average (GPA) is calculated only on grades assigned to courses within the Program of Study. However, all courses taken at the graduate level are included in the cumulative grade-point average until the Program of Study is received by the Graduate School.

Graduate grades and grade points are given as follows:

A	= Superior graduate accomplishment, 4.0 grade points per semester hour
A-	= 3.7 grade points per semester hour
B+	= 3.3 grade points per semester hour
B	= Average graduate accomplishment, 3.0 grade points per semester hour
B-	= 2.7 grade points per semester hour
C+	= 2.3 grade points per semester hour
C	= Below average but passing, 2.0 grade points per semester hour
C-	= 1.7 grade points per semester hour
F	= Failing grade. An "F" in the approved graduate Program of Study must be removed at the time of graduation.
@F	= Administrative Failure (given in cases where a student has not properly withdrawn from a class).
AU	= Audit, no credit
I	= Incomplete, assigned only because of sickness or some other unavoidable cause. An "I" becomes an "F" or "U" if not removed within the time designated by the instructor, not to exceed one semester, except that all incompletes must be removed at the time of graduation. An Incomplete is not given merely because assignments were not completed during the semester.
IP	= In Progress grade assigned for graduate thesis, dissertation, product of learning or continuation courses.
NR	= Grade Not Reported (hours not counted in computing GPA)
W	= Withdrawal, either from a course or from the University
WF	= Withdraw Failing, course dropped with failing grades more than nine weeks after registration closes
WP	= Withdraw Passing
WU	= Withdraw Unsatisfactory
S	= Satisfactory, given for a practicum, a thesis and other designated courses.
U	= Unsatisfactory, given for a practicum, a thesis and other designated courses.

All grades of "@F", "F", "I", "IP", "NR", "U", "WF" and "WU" which are in the approved graduate Program of Study must be removed at the time of graduation.

REPEAT RULE

No more than one Program of Study course may be excluded from the GPA by repeating it once for a higher grade. The hours for the first Program of Study course that is repeated will automatically be excluded.

The second grade always stands for a repeated course. The hours earned will be counted only once if both grades are passing. If the second grade is "F", the hours earned for the first course will be discounted. A student may not graduate with an "F" or "U" in the Program of Study.

CHANGING GRADES

Once an instructor has reported a grade to the Registrar, it cannot be changed except in case of an error in either computing or recording the grade.

CHANGING MAJORS

Students who have been approved by one department but who wish to change to another must have the approval of the Dean of Graduate Studies and Research and of the department into which they propose to transfer before the change may be made. "Change of Major" request forms are available in the Graduate School.

CREDIT BY EXAMINATION

Upon the recommendation of a graduate student's committee and with the approval of the chair of the department in which it is listed, one course numbered 5000 and above may be challenged by examination. Grades are not recorded for credit earned by examination. Credit by examination may not be used to repeat a course.

Anyone seeking to pursue credit by examination must be a candidate for a degree at Appalachian or must be working for credit for teacher licensure.

CREDIT FOR BOARD CERTIFICATION

Appalachian State University does not award graduate credit for certification by the National Board for Professional Teaching Standards (NBPTS).

A graduate student enrolled in a graduate program while working concurrently on NBPTS certification may (with prior approval from the program and from the Reich College of Education) integrate, but not substitute, work toward certification with either elective or required coursework for the degree.

INDIVIDUAL STUDY

A student may arrange to take courses numbered above 5000 on an individual basis provided the advisor, the chair of the department in which the course is offered, and the instructor all agree. Appropriate forms for requesting permission to take a course by individual study are furnished by departmental chairs.

INDEPENDENT STUDY AND SELECTED TOPICS

With the approval of the instructor, the departmental chair, the dean of the college, and the Dean of Graduate Studies and Research, graduate students who have been admitted to candidacy may register for independent study in their major field. Students registered for independent study must be scheduled for regular conference periods at least weekly. **No more than six semester hours of independent study may be applied toward a graduate degree, and no more than twenty-five percent of the student's degree program may be taken in a combination of selected topics and independent studies.** Anyone seeking to pursue independent study must be a candidate for a degree at Appalachian or must be working for credit for teacher licensure. Students enrolled through the Academic Common Market may not enroll in independent study courses.

CREDIT LIMITATIONS**Time Limit.**

Academic work for graduate degree students, including transfer credit, taken more than seven calendar years before the year in which the graduate degree is awarded, may not be used to satisfy the degree requirements.

Transfer Credit.

A graduate student enrolled in a **non-thesis** degree program, or in the doctoral program, may be permitted to transfer from another approved graduate school up to nine (9) semester hours of appropriate graduate credit. A student in a **thesis** degree program may be permitted to transfer up to six (6) semester hours of appropriate graduate credit. Graduate work included in a previous degree at the other institution is not eligible for transfer credit.

The grades earned must be at least "B" and the credit cannot be more than seven years old at the time the degree is awarded. Note that grades of "P" meaning "Passing" or "Pass/Fail" option and grades of "S" meaning "Satisfactory" are unacceptable.

Transfer credit will not be posted to the transcript until the semester of graduation.

Non-thesis students who want to transfer more than nine (9) semester hours or thesis students who want to transfer more than six (6) hours may appeal to the Dean of Graduate Studies and Research.

INTERNSHIP AND PRACTICUM

Graduate internships are available to majors in school administration, community college teaching, special education, speech pathology, student personnel, political science, public history, sociology, psychology, professional school counseling, community counseling, and marriage and family therapy.

Anyone seeking to pursue an internship must be either degree seeking, working toward teacher licensure or have special permission from the dean.

Internships are to be graded on an S/U basis (with the exception of MUS 5900, Advanced Music Therapy Practicum). To register for an internship, a "Special Course Form" must be completed with departmental signatures before obtaining the Dean's signature.

Most, if not all, internship hosts require professional liability insurance prior to a student's participation in an internship or practicum. Appalachian State University requires coverage for all students enrolled in internship or practicum courses, except student teaching. When registered for an internship, a fee is applied to the student's account for instatement of professional liability insurance coverage.

The following administrative policy governs internships:

1. An applicant for an internship must be working within a reasonable distance of the University.
2. The number of registrants for the internship is limited.
3. The intern must work under a fully licensed supervisor.
4. The supervisor must express a willingness to supervise the work and provide the experiences necessary for the intern.

RESEARCH CREDIT HOURS (courses numbered XXX 5989)

Graduate courses numbered XXX 5989 were designed primarily to fulfill the continuous enrollment requirement of one credit hour per semester. The 5989 course number may also be used as additional hours by a student who needs full-time status, provided that the student meets the following criteria: a) the student has already completed all required and elective course work; and b) the student is actively engaged in research for a thesis, product of learning, and/or other capstone course.

1. A student may enroll for at least 1 hour but no more than 3 hours of XXX 5989 during any given semester to count toward full-time status for a tuition remission, a scholarship, or an assistantship.
2. Graduate courses numbered XXX 5989 cannot be included for credit in a Program of Study.
3. A student will be charged the regular tuition rate for course work numbered XXX 5989 used toward full-time status rather than as the continuous enrollment requirement (reserved for students whose only graduation shortage is either a thesis or product of learning defense, or a comprehensive exam).

APPEALS PROCESS FOR GRADUATE STUDENTS

A student reserves the right to appeal any decision concerning course grades, termination from their graduate program, or termination from their graduate assistantship. If a student wishes to appeal these decisions, they must follow the guidelines below. The Appeals Committee consists of a representative from each college and meets only on demand. The Committee's decision is binding.

TERMINATION FROM PROGRAM

Step I: Appeal to program first

Step II (if necessary): Appeal to committee.

TERMINATION FROM GRADUATE ASSISTANTSHIP

Step I: Appeal to supervisor or graduate program director/coordinator first.

Step II (if necessary): Appeal to departmental chair.

Step III (if necessary): Appeal to committee.

TRANSCRIPTS

Transcripts must be requested in writing from the Registrar's Office. Transcripts will not be issued to students having unpaid accounts with the University.

POLICIES AND PROCEDURES CONCERNING THE RELEASE OF STUDENT INFORMATION

- I. Purpose and scope of the statement:
 - A. Purpose-This statement establishes updated guidelines for the University on the matter of confidentiality of student records. It has been developed in the light of legislation concerning access to and release of information maintained in student records in institutions of higher learning (The Family Educational Rights and Privacy Act of 1974). Any questions on these policies should be referred to the University Registrar.
 - B. Scope-These policies cover all student records maintained by the University. They will apply to all students, current or former, at Appalachian State University.
- II. University policy regarding confidentiality of student information:
 - A. In response to inquiries from the general public, such as prospective employers, credit investigators, etc., only the following directory information is released without the student's permission:

"the student's name; local telephone listing; University post office box number; E-mail address; academic classification; enrollment status during a particular academic term (i.e., full-time or part-time); field (s) of study; dates of attendance; degrees, honors and awards received; participation in officially recognized activities and sports; weight, height, athletic statistics and photographic representations of members of athletic teams."

Any student who wishes to request that directory information not be released should contact the Registrar's Office.

- B. Transcripts are released only upon the written request of the student. Transcripts will not be released if the student is financially indebted to the University.
- C. A student has the right to inspect the contents of her/his educational records with the exception of documents submitted to the University in confidence prior to January 1, 1975. Transcripts on file from other institutions are property of Appalachian and will not be returned to the student or sent elsewhere at her/his request.
- D. If parents or guardians request academic or personal information other than that specified in statement II.A., the request will not be honored without the student's written permission unless the parent can present evidence of the student's being dependent upon the parent for support as defined by the Federal Internal Revenue code.

STUDENTS' EDUCATION RECORDS AT THE UNIVERSITY OF NORTH CAROLINA OFFICE OF THE PRESIDENT

Certain personally identifiable information about students ("education records") may be maintained at The University of North Carolina Office of the President, which serves the Board of Governors of the University system. This student information may be the same as, or derivative of, information maintained by a constituent institution of the University; or it may be additional information. Whatever their origins, education records maintained at The University of North Carolina Office of the President are subject to the federal Family Educational Rights and Privacy Act of 1974 (FERPA).

FERPA provides that a student may inspect her/his education records. If the student finds the records to be inaccurate, misleading, or otherwise in violation of the student's privacy rights, the student may request amendment to the record. FERPA also provides that a student's personally identifiable information may not be released to someone else unless (1) the student has given a proper consent for disclosure of (2) provisions of FERPA or federal regulations issued pursuant to FERPA permit the information to be released without the student's consent.

A student may file with the U.S. Department of Education a complaint concerning failure of The University of North Carolina Office of the President or an institution to comply with FERPA.

The policies of The University of North Carolina Office of the President concerning FERPA may be inspected in the office at each constituent institution designated to maintain the FERPA policies of the institution. Policies of The UNC Office of the President may also be accessed in the Office of the Secretary of The University of North Carolina, Office of the President, 910 Raleigh Road, Chapel Hill, North Carolina.

Further details about FERPA and FERPA procedures are to be found at The UNC Office of the President in the referenced policies. Questions about the policies may be directed to the Legal Affairs Division, The University of North Carolina, Office of the President, 910 Raleigh Road, Chapel Hill, North Carolina. (Mailing address: P.O. Box 2688, Chapel Hill, NC 27515-2688; Tel: 919-962-4588).

The College of Arts and Sciences

Robert D. Lyman, Dean

Richard N. Henson, Associate Dean

Rainer H. Goetz, Assistant Dean

The College of Arts and Sciences plays a central role in fulfilling Appalachian State University's instructional mission. The College comprises the academic areas of the Humanities, the Mathematical, Natural, and Social Sciences and offers graduate instruction in many of its departments and through the Center for Appalachian Studies.

The College encourages professional growth, creativity, and colleagueship, and promotes the habits of inquiry, learning and service among all its constituents. Through its graduate degree programs, the College of Arts and Sciences fosters the development of a variety of skills that are desirable for careers in industry, government, business, and education, or that prepare for further study at the doctoral level.

Graduate degree programs in Arts and Sciences lead to an MA (Master of Arts), an MPA (Master of Public Administration), an MS (Master of Science), or an SSP (Specialist in School Psychology). The following is a listing of the College's individual graduate degree programs, graduate certificates, graduate minors, and the corresponding major codes (in parentheses). For specific degree requirements, refer to the individual departmental listings.

CENTER FOR APPALACHIAN STUDIES

MA in Appalachian Studies (204*/05.0199) with concentrations in Appalachian Culture Area (204B) and Sustainable Development (204C)

Graduate Certificate in Appalachian Studies (200A/05.0199)

Graduate Minor in Appalachian Studies (203/05.0199)

DEPARTMENT OF BIOLOGY

MS in Biology (207A/26.0101)

DEPARTMENT OF COMPUTER SCIENCE

MS in Computer Science (224A/11.0701)

DEPARTMENT OF ENGLISH

MA in English (232A/23.0101)

MA in English, Education (235*/13.1305) with concentrations in Community College Teaching (235B) and Secondary School Teaching (235S)[T]

Graduate Minor in English (235/23.0101)

DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURES

MA in Romance Languages, French (222A/16.0999)

MA in Romance Languages, French (Teaching) (223*/16.0999) with concentrations in Community College Teaching/French (223E) and French, K-12 Teaching (M Level Licensure) (223D)[T]

MA in Romance Languages, Spanish (228A/16.0999)

MA in Romance Languages, Spanish (Teaching) (229*/16.0999) with concentrations in Community College Teaching/Spanish (229E) and Spanish, K-12 Teaching (M Level Licensure) (229D)[T]

Graduate Minor in Romance Languages, French (222/16.0999)

Graduate Minor in Romance Languages, Spanish (223/16/0999)

DEPARTMENT OF GEOGRAPHY AND PLANNING

MA in Geography, Thesis Option (237A/45.0701)

MA in Geography, Non-Thesis Option (237*/45.0701) with concentrations in General Geography (237B) and Planning (237C)

Graduate Minor in Geography (241/45.0701)

DEPARTMENT OF HISTORY

MA in History (255A/54.0101)

MA in History, Education (248*/13.1328) with a concentration in Secondary School Teaching (248S)[T]

MA in Public History (283A/54.0105)

Graduate Minor in History (248/54.0101)

DEPARTMENT OF INTERDISCIPLINARY STUDIES

Graduate Certificate in Women's Studies (130A/05.0207)

DEPARTMENT OF MATHEMATICAL SCIENCES

MA in Mathematics (264*/27.0101) with a concentration in College Teaching (264B)

MA in Mathematics, Education (263*/13.1311) with a concentration in Secondary School Teaching (263S)[T]

DEPARTMENT OF PHILOSOPHY AND RELIGION

Graduate Minor in Philosophy and Religion (269/38.9999)

DEPARTMENT OF PHYSICS AND ASTRONOMY

MS in Applied Physics (206A/40.0801)

Graduate Minor in Physics (272/40.0801)

DEPARTMENT OF POLITICAL SCIENCE/CRIMINAL JUSTICE

MA in Political Science (267*/45.1001) with concentrations in American Government (267C), International Relations/Comparative Politics (267E), and Justice Studies (267D)

Master of Public Administration (MPA) (279*/44.0401) with concentrations in Administration of Justice (279D), Public Management (279B), and Town, City and County Management (279C)

DEPARTMENT OF PSYCHOLOGY

MA in Clinical Psychology (217A/42.0201)

MA in Health Psychology (296A/51.2310)

MA in Industrial-Organizational Psychology and Human Resource Management (258A/42.0901)

This degree is offered jointly with the Department of Management in the Walker College of Business.

MA in Psychology, General Experimental (226A/42.0101)

MA in School Psychology (125A/42.1701)[T]

Specialist in School Psychology (SSP) (125A/42.1701)[T]

Graduate Minor in Psychology (276/42.0101)

DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK

MA in Gerontology (245A/30.1101)

MA in Gerontology (256*/30.1101) with concentrations in Counseling (256B), Lifespan Transitions (256D), and Program Administration (256C)

Graduate Certificate in Gerontology (110A/30.1101)

INTERDISCIPLINARY

MA in Social Science, Education (282*/13.1317) with concentrations in Community College/Criminal Justice (282Y), Community College/Geography (282N), Community College/History (282O), Community College/Political Science (282P), Community College/Psychology (282X), Community College/Sociology (282Q), Secondary School (Advanced Licensure)/Anthropology (282R)[T], Secondary School (Advanced Licensure)/Economics (282S)[T], Secondary School (Advanced Licensure)/ Geography (282T)[T], Secondary School (Advanced Licensure)/History (282U)[T], Secondary School (Advanced Licensure)/Political Science (282V)[T], Secondary School (Advanced Licensure)/Sociology (282W)[T]. Consult the Social Science, Education Program listing in this catalog for further information.

For more information on the College of Arts and Sciences graduate programs, graduate certificates, and graduate minors cited above, consult the Cratis D. Williams Graduate School and/or refer to the individual departmental listings in this catalog.

The Walker College of Business

Randal K. Edwards, Dean

Don R. Cox, Associate Dean for Accreditation

Heather M. Hulbert, Assistant Dean for Instructional Programs

Philip R. Witmer, Assistant Dean for Graduate and International Programs

The mission of the Walker College of Business is to offer the highest quality educational experiences preparing our students for life-long learning and leadership responsibilities in a dynamic global environment. To accomplish the mission, we focus on academic excellence, technological competencies, and practical application of business principles. Through research and service, the Walker College of Business contributes to the growth and progress of the business disciplines and the broader community. The College provides individual attention for students through a high level of student-faculty collaboration and involvement of business leaders.

Students in the Walker College of Business focus on a common set of learning objectives including functional business knowledge, leadership and teamwork skills, analytical and critical thinking skills, responsiveness to domestic and global business environments, appreciation for diversity and multiculturalism as well as ethical and legal responsibilities, and professional communication skills. Students are encouraged to participate in international and practical business experiences.

The Walker College of Business offers two graduate degree programs including a Master of Science (MS) in Accounting and the Master of Business Administration (MBA). In addition, the College offers three graduate certificates. The Association to Advance Collegiate Schools of Business, AACSB International, accredits the Walker College of Business.

To enroll in a 5000-level course in the College of Business, a student must: be admitted to a graduate program of study, be admitted to a certificate program, or have permission of the instructor and the departmental chair in which the course is offered. In addition, if the course is an MBA 5000-level course, a student must have permission of the MBA Program Director to enroll in the MBA course.

The following is a listing of the College's graduate degree programs and graduate certificates with corresponding major codes (in parentheses). For specific degree requirements, refer to the individual departmental listings.

DEPARTMENT OF ACCOUNTING

MS in Accounting (302*/52.0301) with concentrations in Accounting Information Systems (302D), General (302C) and Taxation (302B)

BUSINESS ADMINISTRATION

Master of Business Administration (MBA) (305A/52.0201)

DEPARTMENT OF COMPUTER INFORMATION SYSTEMS

Graduate Certificate in Computer Information Systems (310A/52.1201) It requires 18 hours of graduate coursework, including courses that can be satisfied with coursework taken in conjunction with the MBA degree.

DEPARTMENT OF MANAGEMENT

MA in Industrial-Organizational Psychology and Human Resource Management (258A/42.0901)

This degree is offered jointly with the Department of Psychology in the College of Arts and Sciences.

Graduate Certificate in Human Resource Management (330A/52.1001) It requires 18 hours of graduate coursework, including courses that can be satisfied with coursework taken in conjunction with the MBA degree.

For more information on the Walker College of Business graduate programs and graduate certificates cited above, consult the Cratis D. Williams Graduate School, or contact the Walker College of Business at www.business.appstate.edu/grad.

The Reich College of Education

Charles R. Duke, Dean

Doris M. Jenkins, Associate Dean

The Reich College of Education at Appalachian State University is widely recognized throughout the Southeast as a strong leader in teacher education and related programs. Graduate degrees are offered at the levels of Master of Arts (MA), Education Specialist (EdS), and Doctor of Education (EdD). Additional specific degrees include the Master of Library Science (MLS) and the Master of School Administration (MSA). The College also offers five graduate certificates.

The Reich College of Education is accredited by the National Council for the Accreditation of Teacher Education and offers over 30 graduate programs that are approved for state licensure by the North Carolina State Board of Education. In addition, more than ten human service programs are offered at the graduate level. These programs prepare students for various public service professions.

The following is a listing of the College's graduate degree programs and graduate certificates with corresponding major codes (in parentheses). For specific degree requirements, refer to the individual departmental listings.

DEPARTMENT OF CURRICULUM AND INSTRUCTION

MA, Curriculum Specialist (416A/13.0301)[T]+

MA in Educational Media (434*/13.0501) with concentrations in Instructional Technology Specialist/Media Literacy (434G), Instructional Technology Specialist/Media Production (434F), and Instructional Technology Specialist/New Media and Global Education (434H)

MA in Elementary Education (422A/13.1202)[T]

MA in Middle Grades Education (472*/13.1203)[T]+ with concentrations in Language Arts (472B)[T], Mathematics (472C)[T], Science (472D)[T], and Social Studies (472E)[T]

Graduate Certificate in Educational Media Instructional Technology:Web-Based Distance Learning (419A/13.0501)

Graduate Certificate in Media Literacy (424A/13.0501)

DOCTORATE IN EDUCATIONAL LEADERSHIP

EdD in Educational Leadership (702*/13.0401) with concentrations in Educational Leadership, General (702C) and Educational Leadership, Licensure (702B)[T]

DEPARTMENT OF HUMAN DEVELOPMENT AND PSYCHOLOGICAL COUNSELING

MA in College Student Development (496*/13.1102) with concentrations in College Counseling (496B) and Student Affairs Practice (496C)

MA in Community Counseling (405*/13.1102) with concentrations in Addictions Counseling (405B), Body Centered Therapy (405H), Community Counseling, General (405G), Expressive Arts Therapy (405F), and Marriage and Family Counseling (405E)

MA in Marriage and Family Therapy (468A/51.1505)

MA in Professional School Counseling (427*/13.1101)[T] with concentrations in Elementary/Middle School Licensure (427B)[T] and Secondary School Licensure (427C)[T]

Graduate Certificate in Addiction Counseling (423A/13.1102)

Graduate Certificate in Expressive Arts Therapy (425A/13.1102)

DEPARTMENT OF LANGUAGE, READING AND EXCEPTIONALITIES

MA in Communication Disorders (Leads to NCDPI Licensure) (489A/51.0201)[T]

MA in Communication Disorders (Non-Teaching) (493A/51.0201)

MA in Reading Education, General (477*/13.1315) with concentrations in Adult Literacy (477B) and Classroom/Clinical (477E)[T]+

MA in Special Education: Cross Categorical (495A/13.1001)[T]+

[Important Notice: The Special Education program is being revised to meet recent changes in state licensure requirements. The current program (495A/13.1001)T+ will not be available to students entering Fall, 2005 or later. Interested students should contact the Department of Language, Reading and Exceptionalities for more information.]

MA in Special Education: Teaching Parent Specialty (484A/13.1001)

Post-Masters Graduate Certificate in Reading Education (Non-Licensure) (475A/13.1315)

DEPARTMENT OF LEADERSHIP AND EDUCATIONAL STUDIES

MA in Educational Media (437*/13.0501) with concentrations in Instructional Technology Specialist/Computers (437D)[T]+ and Instructional Technology Specialist/Computers, General (437E)

MA in Higher Education (454*/13.0406) with concentrations in Administration (454B), Adult Education (454C), Developmental Education (454D), and Teaching (454E)

MLS in Library Science, General (465*/25.0101) with concentrations in Public Libraries (465C) and School Libraries (465B)[T]+

Master of School Administration (MSA) (433A/13.0409)[T]

EdS in Educational Administration (428A/13.0401)[T]

EdS in Higher Education (455*/13.0406) with concentrations in Administration (455B), Adult Education (455C), Developmental Education (455D), and Teaching (455E)

For more information on the Reich College of Education's graduate programs and graduate certificates cited above, consult the Cratis D. Williams Graduate School and/or refer to the individual departmental listings in this catalog.

**TEACHER EDUCATION GRADUATE PROGRAMS HOUSED
OUTSIDE THE REICH COLLEGE OF EDUCATION****COLLEGE OF ARTS AND SCIENCES**

MA in English, Education (235*/13.1305) with a concentration in Secondary School Teaching (235S)[T]+

MA in History, Education (248*/13.1328) with a concentration in Secondary School Teaching (248S)[T]+

MA in Mathematics, Education (263*/13.1311) with a concentration in Secondary School Teaching (263S)[T]+

MA in Romance Languages, French (Teaching) (223*/16.0999) with a concentration in French, K-12 Teaching (M Level Licensure) (223D)[T]+

MA in Romance Languages, Spanish (Teaching) (229*/16.0999) with a concentration in Spanish, K-12 Teaching (M Level Licensure) (229D)[T]+

MA in School Psychology (125A/42.1701)[T]

Specialist in School Psychology (SSP) (125A/42.1701)[T]

MA in Social Science, Education (282*/13.1317)+ with concentrations in Secondary School (Advanced Licensure)/Anthropology (282R)[T], Secondary School (Advanced Licensure)/Economics (282S)[T], Secondary School (Advanced Licensure)/Geography (282T)[T], Secondary School (Advanced Licensure)/History (282U)[T], Secondary School (Advanced Licensure)/Political Science (282V)[T], Secondary School (Advanced Licensure)/Sociology (282W)[T]

COLLEGE OF FINE AND APPLIED ARTS

MA in Child Development: Birth through Kindergarten (548*/13.1209) with a concentration in Teaching (548B)[T]+

MA in Family and Consumer Sciences, Education (527A/13.1308)[T]+

MA in Technology Education (546*/13.1309) with a concentration in Secondary School Teaching (546S)[T]+

HAYES SCHOOL OF MUSIC

MM in Music Education (559*/13.1312)[T]+ with concentrations in Band Directing (559D)[T], Choral Directing (559E)[T], and General Music (559B)[T]

+Advanced Licensure: Requirements for this degree were designed, and have been approved by the appropriate bodies at the state level, to meet the advanced competencies as mandated in the North Carolina Excellent Schools Act for Master-level teacher education programs.

The College of Fine and Applied Arts

*J. Mark Estepp, Dean
Nina-Jo Moore, Associate Dean*

The College of Fine and Applied Arts offers degree programs at the Master of Arts (MA) and Master of Science (MS) levels. Although degree programs at the master's level are not available through the Departments of Communication and Theatre and Dance, these departments offer courses for graduate credit.

Independent Study: Students intending to pursue independent study in the College of Fine and Applied Arts are reminded of deadline dates and procedures set by this college for applying for independent study. For information pertaining to these particulars, contact the departmental chair or the associate dean of the college.

The following is a listing of the College's graduate degree programs and one graduate minor with corresponding major codes (in parentheses). For specific degree requirements, refer to the individual departmental listings.

DEPARTMENT OF FAMILY AND CONSUMER SCIENCES

MA in Child Development: Birth-Kindergarten (548*/13.1209) with concentrations in Administration (548C), Allied Personnel (548D), and Teaching (548B)[T]

MA in Family and Consumer Sciences (529A/19.0101)

MA in Family and Consumer Sciences, Education (527A/13.1308)[T]

Graduate Minor in Family and Consumer Sciences (527/19.0101)

DEPARTMENT OF HEALTH, LEISURE AND EXERCISE SCIENCE

MS in Exercise Science (562*/31.0505) with concentrations in Clinical/Cardiopulmonary Rehabilitation (562C), Research (562B), and Strength and Conditioning (562D)

DEPARTMENT OF TECHNOLOGY

MA in Industrial Technology, Thesis Option (532A/15.0612)

MA in Industrial Technology, Non-Thesis Option (538*/15.0612) with concentrations in Appropriate Technology (538C), Building Science (538D), Graphic Arts and Imaging Technology (538E), and Technical Communications (538H)

MA in Technology Education (546*/13.1309) with concentrations in Community College Teaching (546B) and Secondary School Teaching (546S)[T]

For more information on the College of Fine and Applied Arts graduate programs and the graduate minor, as cited above, consult the Cratis D. Williams Graduate School and/or refer to the individual departmental listings in this catalog.

The Mariam Cannon Hayes School of Music

William G. Harbinson, Dean

Jay C. Jackson, Associate Dean

The Hayes School of Music offers degree programs at the Master of Music (MM) and Master of Music Therapy (MMT) levels.

The following is a listing of the School's graduate degree programs with corresponding major codes (in parentheses). For more information, consult the Cratis D. Williams Graduate School and/or refer to the Hayes School of Music listing in this catalog.

Master of Music (MM) in Music Education (559*/13.1312)[T] with concentrations in Band Directing (559D)[T], Choral Directing (559E)[T], and General Music (559B)[T]

Master of Music (MM) in Performance (558*/50.0903) with concentrations in Music Composition (558Z), Performance/Bassoon (558B), Performance/Cello (558C), Performance/Clarinet (558D), Performance/Euphonium (558Y), Performance/Flute (558E), Performance/French Horn (558F), Performance/Guitar (558G), Performance/Harp (558H), Performance/Oboe (558I), Performance/Organ (558K), Performance/Percussion (558L), Performance/Piano (558M), Performance/Saxophone (558N), Performance/String Bass (558O), Performance/Trombone (558P), Performance/Trumpet (558Q), Performance/Tuba (558R), Performance/Viola (558T), Performance/Violin (558U), and Performance/Voice (558V)

Master of Music Therapy (MMT) (560A/51.2305)

Department of Accounting

Timothy B. Forsyth, Acting Chair and Associate Professor
Ph.D., The University of Alabama
Financial Accounting, Managerial Accounting

Susan E. Anderson, Associate Professor
Ph.D., The University of Texas at Arlington
Taxation

William M. Baker, Professor
Ph.D., Virginia Polytechnic Institute and State University
Accounting Systems, Managerial Accounting

Kennard S. Brackney, Associate Professor
Ph.D., The University of North Carolina at Chapel Hill
Financial and International Accounting

Gerald K. DeBusk, Assistant Professor
Ph.D., Virginia Polytechnic Institute and State University
Financial Accounting, Managerial Accounting, Ethics

Randal K. Edwards, Dean of the Walker College of Business; and Professor
Ph.D., University of Tennessee at Knoxville
Auditing, Nonprofit Accounting

Claudia L. Kelley, Associate Professor
Ph.D., University of Alabama
Taxation

Ronald E. Marden, Associate Professor
Ph.D., University of South Florida
Financial Accounting, Auditing

William B. Pollard, Professor
Ph.D., University of South Carolina
Managerial Accounting, Taxation

F. Douglas Roberts, Assistant Professor
Ph.D., University of Tennessee at Knoxville
Accounting Systems, Managerial Accounting

Philip R. Witmer, Assistant Dean for Graduate and International Programs in the Walker College of Business; Director of the MBA Program; and Associate Professor
Ph.D., The George Washington University
Financial and International Accounting

The Walker College of Business, through the Department of Accounting, offers the Master of Science (M.S.) in Accounting. The basic educational objective of the M.S. in Accounting is to provide advanced education to meet the needs of persons planning careers in accounting at the professional level. The M.S. in Accounting program offers courses of study which greatly enhance success in completing certifying examinations needed for designation as Certified Public Accountant (CPA), Certified Management Accountant (CMA), Certified Internal Auditor (CIA), and other professional designations. Additionally, the program broadens the general business knowledge and intensifies accounting knowledge of its graduates so as to improve their performance beyond the entry/certification stage in their professional careers.

The Department of Accounting also offers course work at the graduate level in support of the Walker College of Business degree programs. Prerequisite to enrollment in a graduate course offered by the Department of Accounting is admission to a graduate program of study, or permission of the instructor and the departmental chair. In addition, enrollment in MBA courses requires permission of the MBA Program Director. A non-degree student must obtain permission from the Graduate School to enroll in 5000-level courses.

MASTER OF SCIENCE IN ACCOUNTING

Major Code: 302*/52.0301

Concentrations: Accounting Information Systems (302D)
General (302C)
Taxation (302B)

Prerequisites: Baccalaureate degree from an accredited college or university.

Basic Criteria for Consideration: (Undergraduate GPA x 200) + GMAT = 1100 GMAT. Minimum of 450 is recommended. Application for admission to the M.S. program will be open to any graduate of an accredited four-year baccalaureate program. Admission is competitive, with admission granted only to students showing high promise of success in graduate business study. Admission to the M.S. program is based on a balanced appraisal of the applicant's total record and overall excellence. The foundation for the admission decision is the GMAT score and undergraduate academic performance. The trend of grades during undergraduate schooling, the GPA in the undergraduate major, and relevant work experience may also be considered in the admission process.

Other Criteria for All Applicants:

Three favorable letters of reference are also necessary for admission.

Deadline: 1 July for Fall/ 1 November for Spring/ 1 April for Summer/ 1 May for Summer II

For students without adequate preparation in accounting and business, the following undergraduate equivalent courses which are prerequisite to graduate study must be completed: Accounting Principles, Economics, Statistics, Behavioral Science and Finance. **MBA COURSE EQUIVALENTS MAY BE TAKEN IN PLACE OF UNDERGRADUATE COURSES.**

In addition, the undergraduate preparation must include the following accounting courses:

- Intermediate Accounting sequence
- Cost Accounting
- Accounting Systems
- Individual Income Taxation
- Auditing

Any or all of these courses may be waived if the student has taken equivalent work. Prerequisite courses may also be waived through written examination or, if the student feels academically prepared, through appropriate business experience. There is a fee for such examinations. Students lacking some or all of the prerequisites, if otherwise qualified, may be admitted to the graduate program with the understanding that the prerequisites will be completed as part of the program.

Hours: 30 semester hours

The program requires a minimum of 30 semester hours of graduate study and allows the student to follow a general concentration, a tax concentration, or an accounting information systems concentration. A student needing no prerequisites will usually complete the program in two semesters and a summer. For students with majors in other academic disciplines, it will take longer, depending on the required prerequisites.

Required:

Three semester hours (5000 level or above) outside the Department of Accounting
(Must be approved by the Program Director) 3

SUBTOTAL HOURS 3

CONCENTRATIONS - Students must select one of the following concentrations:

ACCOUNTING INFORMATION SYSTEMS CONCENTRATION (302D):

ACC	5xxx	Electives (Accounting Information Systems)	12
		(Must be approved by the Program Director)	
ACC	5210	Advanced Managerial Accounting	3
		SUBTOTAL HOURS	15

Thesis Option:

ACC 5999 Thesis 6

Other electives (5000 level or above) 6

[Electives may be ACC, College of Business (COB) or outside COB and must be approved by the Program Director.]

OR

Non-Thesis Option:

Other electives (5000 level or above) 12

[Electives may be ACC, College of Business (COB) or outside COB and must be approved by the Program Director.]

SUBTOTAL HOURS 12

GENERAL CONCENTRATION (302C):

ACC	5210	Advanced Managerial Accounting	3
ACC	5230	International Accounting	3
ACC	5270	Current Issues in Technology and AIS.....	3
ACC	5390	Contemporary Issues in Accounting	3
ACC	5xxx	Electives	3
(ACC 5080 will be required for students who have not taken ACC 4580 or an equivalent course.)			
		SUBTOTAL HOURS	15

Thesis Option:

ACC 5999 Thesis 6

Other electives (5000 level or above) 6

[Electives may be ACC, College of Business (COB) or outside COB and must be approved by the Program Director.]

OR

Non-Thesis Option:

Other electives (5000 level or above) 12

[Electives may be ACC, College of Business (COB) or outside COB and must be approved by the Program Director.]

SUBTOTAL HOURS 12

TAXATION CONCENTRATION (302B):

ACC	5580	Tax Planning and Research	3
ACC	5xxx	Tax Electives	9
(Electives must be approved by the Program Director)			
		SUBTOTAL HOURS	12

Thesis Option:

ACC	5999	Thesis	6
		Other electives (5000 level or above)	9

[Electives may be ACC, College of Business (COB) or outside COB and must be approved by the Program Director.]

OR

Non-Thesis Option:

Other electives (5000 level or above)	15
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[Electives may be ACC, College of Business (COB) or outside COB and must be approved by the Program Director.]

SUBTOTAL HOURS **15****TOTAL HOURS** **30****Thesis:** Optional**Proficiency:** None required**Comprehensive:** None required**Product of Learning:** None required**Capstone/Capstone Experience:** None required**Seminar:** None required**NOTE:** Each graduate student must develop a Program of Study with the Program Director.

(For an explanation of the course prefixes used in the following list of courses, see the index.)

ACCOUNTING (ACC)**ACC 5000. Accounting Research and Data Presentation/(3).On Demand.**

Study of methods used in research and data presentation in accounting; practice in using those methods.

ACC 5080. Income Taxation of Corporations/(3).F;S.

Concepts and methods of determining federal tax liability of corporations. Topics include ordinary income, capital gains and losses, net operating loss, reorganizations, contemporary problems in corporate taxation and tax research. The student will also be introduced to estate, gift and partnership taxation. Prerequisite: ACC 3580 with a minimum grade of "C". [Dual-listed with ACC 4580.]

ACC 5180. Advanced Issues in Corporate Taxation/(3).On Demand.

An advanced study of the taxation of corporations and shareholders at the federal level, with emphasis on Subchapter C, and tax planning. Prerequisite: ACC 3580.

ACC 5210. Advanced Managerial Accounting/(3).S.

Focus is on the controller's role in the decision-making process. Integration of accounting knowledge with other business and non-business disciplines is an important objective of this course. Student presentations are a major part of the course. Topics may include but are not limited to: cost behavior patterns, inventory planning and control, job-order and process costing, manufacturing cost systems, budgeting concepts, cost allocation, direct vs. absorption costing, transfer pricing and overhead application. Prerequisite: admission to the M.S. in Accounting program or ACC 3200 or equivalent.

ACC 5230. International Accounting/(3).S.

This course is designed to provide students with a background in international accounting. Emphasis will be placed upon the fact that accounting is not just a doctrine that has been handed down from generation to generation, but is actually the product of the environment in which it is used.

ACC 5270. Current Issues in Technology and AIS/(3).SS.

A current-issues course designed to explore new developments in business technology and accounting information systems. Prerequisite: graduate standing and permission of the instructor.

ACC 5280. Partnerships and S Corporations/(3).S.

A study of the tax implications of forming and operating conduit type businesses, with emphasis on planning for tax minimization. Prerequisite: ACC 4580, ACC 5080 or ACC 5180.

ACC 5310. Auditing Theory Seminar/(3).On Demand.

A study of the historical and theoretical aspects of the financial auditing function in the United States. A case approach will be used to examine some of the current issues facing the profession. Topics may include: SEC oversight of the auditing profession, the expectations gap, internal control: the integrated framework, the changing economics of the public accounting profession, and/or other topics of current interest. Prerequisite: ACC 5560.

ACC 5350. Development of Accounting Thought/(3).On Demand.

An intensive examination of the major contributions to the development of accounting thought. Students will critically examine the works of major authors, conceptual projects of accounting rule-making bodies, and a variety of research studies. Critiques of the vari-

ous works will be presented both orally and in writing. Research methodology and design will be emphasized where appropriate. Prerequisite: consent of instructor.

ACC 5370. Analysis and Design of Accounting Systems/(3).S.

Focus is on the planning, analysis, and design of information systems. Topics include SDLC methodologies; feasibility analysis; project management; information-gathering techniques; use-case, structural, and behavioral modeling; computing architectures; security; user interface design; data storage techniques; and object approaches. Prerequisite: ACC 3570 or ACC 5570.

ACC 5380. Multijurisdictional Taxation/(3).On Demand.

A study of state and local tax laws including income, franchise, property, sales and use and excise taxes. The state and local taxation of individual and business entities is covered and planning opportunities are discussed. Additionally, the course examines the U.S. laws of international taxation as well as tax issues affecting U.S. multinational companies. Prerequisite: ACC 3580.

ACC 5390. Contemporary Issues in Accounting/(3).F.

A seminar approach to the major issues facing the accounting profession. Topics may include such items as standards overload, the accounting profession and the SEC, alternative bases of accounting, the future of the FASB, the functioning of the FASB as a problem solving body, Emerging Issues Task Force, Ethics, Congressional oversight of the accounting profession, Government Accounting Standards Board, Cost Accounting Standards Board, social accounting, behavioral sciences and accounting, and other areas of concern as they are identified.

ACC 5500. Independent Study/(1-4).F;S.

ACC 5530-5549. Selected Topics/(1-4).On Demand.

ACC 5550. Accounting for Not-for-Profit and Governmental Organizations/(3).On Demand.

Theory and practice of budgetary and fund accounting, financial reporting, measures of output and performance, techniques for planning and control, and auditing for non-profit and governmental entities. Prerequisite: ACC 2110.

ACC 5555. Intermediate Accounting III/(3).F;S.

Integration of the conceptual and computational aspects of income determination, financial statement analysis and preparation, special topics, and current pronouncements in financial accounting. Prerequisite: ACC 3110 with a minimum grade of "C-" (1.7). [Dual-listed with ACC 4550.]

ACC 5560. Introduction to Auditing/(3).F;S.

The first course in the auditing sequence introducing the student to selected auditing topics, including selected auditing standards, types of services, analysis of reports, legal responsibility, ethics, and internal control considerations. Prerequisite: ACC 3110 with a minimum grade of "C-" (1.7). [Dual-listed with ACC 4560.]

ACC 5570. Accounting Systems/(3).F.

A study of emerging issues in accounting information systems. Students will develop competence in understanding and interacting with various systems. Prerequisites: graduate standing and permission of the instructor.

ACC 5580. Tax Planning and Research/(3).F.

A research oriented course designed to emphasize the need for tax planning. The student will be required to research and to make class presentations as to her or his findings. The course will cover income tax, estate tax and gift tax code provisions. Prerequisite: ACC 3580.

ACC 5590. Advanced Accounting/(3).On Demand.

An examination of the special problems in accounting for business combinations and consolidated entities, and foreign currency translation. A critical comparison of SEC accounting report requirements and generally accepted accounting principles. Accounting issues in partnership formation, reporting and liquidation. Prerequisite: ACC 3110 with a minimum grade of "C-" (1.7). [Dual-listed with ACC 4590.]

ACC 5640. Accounting Regulation/(3).F.

A study of regulation of the accounting profession, with emphasis on taxation, business law, and professional standards. Prerequisite: ACC 5080/ACC 4580 or equivalent.

ACC 5660. Auditing Concepts and Applications/(3).F.

An indepth study of ASB pronouncements and application of GAAS to an audit (public, internal and governmental) engagement. Greater emphasis on system analysis, relationship of internal control to audit objectives, and purpose of selected audit procedures—cases used where applicable. Prerequisite: ACC 5560 with a minimum grade of "C-" (1.7). [Dual-listed with ACC 4660.]

ACC 5680. Wealth and Tax Planning/(3).S.

A study of the federal transfer tax laws, with emphasis on family tax planning; also, a study of the income taxation of estates and trusts. Prerequisite: ACC 3580.

ACC 5710. Advanced Cost Accounting/(3).On Demand.

Advanced cost analysis and cost management with emphasis on modern performance measurement. Cost accounting for world-class manufacturing; quality cost accounting and TQM; activity-based accounting systems; theory of constraints, life-cycle costing, and target costing. Revenue variances, transfer pricing, and quantitative methods are examined. Other topics are derived from modern applications of cost accumulation systems in the United States and other countries. Prerequisite: ACC 3200 with a minimum grade of "C-" (1.7). [Dual-listed with ACC 4710.]

ACC 5760. Internal Auditing/(3).S.

An introduction to selected internal auditing topics, including types of services, an overview of the internal audit process, preparation and analysis of reports, internal auditing standards, professional responsibilities, and the code of ethics. [Dual-listed with ACC 4760.]

ACC 5780. Issues in Taxation/(3).SS.

This course examines issues the students are generally not exposed to in their other tax courses. Topics include: exempt organizations; advanced individual tax issues including nonrecognition transactions (like kind exchanges, involuntary conversions, sale of a personal residence), retirement plans, fringe benefits, deferred compensation, stock options and other compensation planning tools; selected corporate tax issues including business combinations and redemptions; the basic concepts in multistate and international tax. Prerequisite: ACC 3580.

ACC 5900. Internship/(3-6).F;S.

A full-time work situation for students in the Master of Science in Accounting program. A maximum of three hours may be included in the Program of Study. Prerequisite: permission of the accounting internship coordinator. Graded on an S/U basis.

ACC 5989. Graduate Research/(1-9).On Demand.

This course is designed to provide access to University facilities for continuing graduate research at the master's and specialist's levels. Graded on an S/U basis. ACC 5989 does not count toward a degree.

ACC 5990. Professional Examination Preparation/(3).S.

An intensive review of the accounting discipline, the purpose of which is to assist the student to bring together his/her course work in accounting so as to maximize performance on a professional examination. All course work is updated to include the latest pronouncements of the various rule-making bodies. Prerequisite: consent of instructor. [Dual-listed with ACC 4990.]

ACC 5999. Thesis/(6).F;S.

Graded on an S/U basis.

Department of Anthropology

Gregory G. Reck, Chair and Professor

Ph.D., Catholic University of America

Ethnological Theory, Social Change, Magic and Religion, Narrative Ethnography, Mexico, Mesoamerica, Latin America, Appalachia

Patricia D. Beaver, Director of the Center for Appalachian Studies; and Professor

Ph.D., Duke University

Cultural Anthropology, Social Organization, Gender, Appalachia, China

Jefferson C. Boyer, Professor

Ph.D., The University of North Carolina at Chapel Hill

Social Anthropology, Peasant and Regional Studies, Rural Development, Honduras and Central America, Appalachia

Susan E. Keefe, Professor

Ph.D., University of California, Santa Barbara

Ethnicity, Social Organization, Medical and Applied Anthropology, Mexican Americans, Appalachians, United States

Diane P. Mines, Associate Professor

Ph.D., University of Chicago

Cultural Anthropology, Phenomenology of Place and Time, Social Theory, Ritual and Politics, Caste; India, South Asia

Thomas R. Whyte, Professor

Ph.D., University of Tennessee at Knoxville

Archeology, Zooarcheology, Experimental Archeology, Eastern United States, Southern Appalachia

The Department of Anthropology participates in a graduate program leading to the Master of Arts degree in Social Science, Education (Major Code: 282*/13.1317) with a concentration in Secondary School (Advanced Licensure)/Anthropology (282R)[T], and the Master of Arts degree in Appalachian Studies (Major Code: 204*/05.0199).

(For an explanation of the course prefixes used in the following list of courses, see the index.)

ANTHROPOLOGY (ANT)

ANT 5120. Appalachian Culture and Social Organization/(3).F.

Exploration of dominant cultural principles and values and their relationship to historical, economic, and political themes, and to social organization and social dynamics; analysis of the socio-economic structure of Appalachian communities, and of the meaning of kinship and its relationship to community organization and processes.

ANT 5200. Sustainable Development: Theory, Method and Case/(3).S.

Alternate years. A seminar on the social theory and applied methods of project interventions in communities and regions. A survey of relevant economic and ecological theory and assistance in developing a comprehensive research proposal.

ANT 5410. Qualitative Research Methods/(3).S.

An introduction to qualitative methodology and research design. Topics will include sampling, ethical issues, and the methods of participant observation, interviewing, and focus groups. Students will carry out an original research project during the course.

ANT 5500. Independent Study/(1-4).F;S.

ANT 5530-5549. Selected Topics/(1-4).On Demand.

An opportunity to study a special topic or combination of topics not otherwise provided for in the anthropology curriculum. May be repeated for credit when content does not duplicate.

ANT 5565. Agrarian Studies and Rural Development/(3).On Demand.

Theoretical and descriptive analysis of peasants, small farmers and corporate agribusinesses through political economic and cultural perspectives in the context of globalization. Explores agrarian social movements and prospects for more just and sustainable outcomes from a comparative perspective. A research paper reflecting theory, method and case development is required. [Dual-listed with ANT 4565.]

ANT 5568. Language and Culture/(3).On Demand.

An overview of the complex relations between language, culture, and society as conceived by linguists and anthropologists. The course takes both an historical and an ethnographic approach to language, and involves close readings of theoretical works on language as well as comparative, cross-cultural readings in the ethnography of speaking. (Meets ASHA III-B) (Same as CD 5568.) [Dual-listed with ANT 4568.]

ANT 5600. Medical Anthropology/(3).F.

An examination of health, illness, and the treatment of disease from a cross-cultural perspective. Includes discussion of various theories of illness, types of healers, and the empirical basis for folk medicine and alternative forms of therapy. [Dual-listed with ANT 4600.]

ANT 5610. Ethnographic Field School/(2-6).On Demand.

Students will be immersed in a cultural setting and learn to use standard ethnographic techniques to analyze and interpret the culture. There will be instruction in the use of qualitative methods, such as observation, mapping, genealogies and life histories, formal interviewing, and cultural domain analysis. Students will design and carry out an ethnographic research project.

ANT 5900. Field Experience: Internship/(3-12).On Demand.

Supervised placement in a setting which provides an opportunity to observe and practice anthropological skills. Graded on an S/U basis.

ANT 5989. Graduate Research/(1-9).F;S.

This course is designed to provide access to University facilities for continuing graduate research at the master's and specialist's levels. Graded on an S/U basis. ANT 5989 does not count toward a degree.

Appalachian Studies

Patricia D. Beaver, Director of the Center for Appalachian Studies; and Professor in the Department of Anthropology
Ph.D., Duke University
Cultural Anthropology, Social Organization, Gender, Appalachia,
China

Graduate Faculty: Teaching faculty in the Appalachian Studies curriculum are drawn from a variety of academic departments on campus.

The Center for Appalachian Studies coordinates curriculum offerings, projects, and research relating to the Appalachian region. The Center offers a 36 s.h. Master of Arts degree program in Appalachian Studies (204*/05.0199), with concentrations in the Appalachian Culture Area (204B) and in Sustainable Development (204C); and a 9 s.h. graduate level minor in Appalachian Studies (203/05.0199).

The Master of Arts degree in Appalachian Studies (204*/05.0199) offers two interdisciplinary concentrations:

The Appalachian Culture Area concentration (204B) focuses on scholarship and research in the social sciences, humanities, and fine and applied arts, seeking to deepen understanding of the Appalachian socio-cultural and historical experience.

The Sustainable Development concentration (204C) is based on applied research and interdisciplinary course work spanning the social and natural sciences as well as the humanities. It provides a foundation for those students who seek to develop the means for meeting the legitimate needs of present generations without compromising the ability of future generations to meet their needs. For students interested in Appalachian and other highland and rural peoples, as well as other peoples threatened by the results of unsustainable practices and patterns, this course of study provides the background in the search for sustainable solutions.

GRADUATE CERTIFICATE IN APPALACHIAN STUDIES

The Center for Appalachian Studies also offers a graduate certificate in Appalachian Studies (200A/05.0199). For more information, contact the certificate program director, or visit our website at www.appstudies.appstate.edu.

MASTER OF ARTS IN APPALACHIAN STUDIES

Major Code: 204*/05.0199

Concentration: Appalachian Culture Area (204B)

Prerequisite:

Baccalaureate degree from an accredited college or university. Additional courses (up to 15 hours maximum) may be required if so indicated by the student's deficiencies.

Basic Criteria for Consideration:

Cumulative GPA: 3.0

GRE Verbal score: 500 or higher

GRE Writing score: 3.5 or higher

Other Criteria for All Applicants:

Three letters of reference addressing applicants academic potential.

Two-page statement of intent explaining applicant's academic and professional goals in chosen concentration (Appalachian Culture Area, Sustainable Development, or both) and the value of regional studies to the contemporary world.

Deadline: 1 July for Fall/ 1 November for Spring/ 1 April for Summer

Hours: 36 semester hours

Required Core Courses: (9 s.h.)

AS	5000	Bibliography and Research	3
AS	5020	Colloquium in Appalachian Studies	3

plus, one of the following: 3

ANT	5410	Qualitative Research Methods (3 s.h.)
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OR

SOC	5110	Research Problems I (Quantitative Methods) (3s.h.)
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OR

an appropriate research methods substitution (5000 level or above) (with approval of the student's advisor) (3 s.h.)

SUBTOTAL HOURS 9

Regional Courses: (12 s.h. required)

Choose four of the following courses, from four different disciplines.

ANT	5120	Appalachian Culture and Social Organization	3
BIO	5530-5549	Sel.Topics: Biogeog. of the Southern Appalachians	3
ENG	5710	Advanced Folklore	3
ENG	5720	Appalachian Literature	3
HIS	5208	Seminar in Appalachian History	3
P&R	5400	Religion in Appalachia	3
PS	5130	Appalachian Political Perspectives	3
SOC	5300	Appalachia in Social Context	3
SUBTOTAL HOURS			12

Electives: (9-12 s.h. required)

Choose 3-4 courses from the list below, or from the "Regional Courses" listed above (with approval of the student's advisor).

Other electives may be selected upon approval of student's academic advisor. No more than twenty-five percent of the student's degree program may be taken in a combination of selected topics and independent studies.

ANT	5200	Sustainable Development: Theory, Method and Case	3
ANT	5530-5549	Selected Topics: Appalachian Prehistory	3
ANT	5565	Agrarian Studies and Rural Development	3
ANT	5600	Medical Anthropology	3
ANT	5610	Ethnographic Field School	2-6
AS	5110	Ethnographic Field Study	1-6
AS	5500	Independent Study	3
AS	5530-5549	Selected Topics	3
ENG	5100	Composition Theory, Practice, and Pedagogy	3
ENG	5640	Cultural Studies	3
ENG	5650	Gender Studies	3
GHY	5400	Planning Process	3
HIS	5002	Seminar in Public History	3
HIS	5206	Studies in American History (when applicable)	3
HIS	5575	Introduction to Public History	3
HIS	5610	Management of Museums	3
HIS	5640	Interpretation in Museums	3
HIS	5660	Topics in Public and Applied History	3
IDS	5100	Foundations of Sustainable Development	3
IDS	5300	Issues in Global Systems Science	3
PLN	5530-5549	Selected Topics: Planning Sustainable Communities	3
PLN	5700	Project Management	3
PS	5060	Seminar in Public Administration	3
PS	5330	Problems in State and Local Government	3
SOC	5750	Social Stratification	3
TEC	5638	Contemporary Problems in Appropriate Technology	3
SUBTOTAL HOURS			9-12

Final Project: (3-6 s.h. required)

AS	5900	Internship	3-6
OR			
AS	5999	Thesis	3-6

SUBTOTAL HOURS **3-6****TOTAL HOURS** **36****Thesis: Optional**

Proficiency: A reading knowledge of a foreign language is required. Demonstrated competency in statistics and/or computer science may be substituted upon approval of the student's advisor. The standards by which proficiency is determined are listed in the current *Graduate Bulletin*.

Comprehensive: A comprehensive examination is required.

Product of Learning: None required

Capstone/Capstone Experience: Thesis or Internship

Seminar: AS 5020, Colloquium in Appalachian Studies

MASTER OF ARTS IN APPALACHIAN STUDIES

Major Code: 204*/05.0199

Concentration: Sustainable Development (204C)

Prerequisite:

Baccalaureate degree from an accredited college or university. Additional courses (up to 15 hours maximum) may be required if so indicated by the student's deficiencies.

Basic Criteria for Consideration:

Cumulative GPA: 3.0

GRE Verbal score: 500 or higher

GRE Writing score: 3.5 or higher

Other Criteria for All Applicants:

Three letters of reference addressing applicants academic potential.

Two-page statement of intent explaining applicant's academic and professional goals in chosen concentration (Appalachian Culture Area, Sustainable Development, or both) and the value of regional studies to the contemporary world.

Deadline: 1 July for Fall/ 1 November for Spring/ 1 April for Summer

Hours: 36 semester hours

Required Core Courses: (12 s.h.)

ANT	5200	Sustainable Development: Theory, Method and Case	3
AS	5000	Bibliography and Research	3
IDS	5100	Foundations of Sustainable Development	3
IDS	5300	Issues in Global Systems Science	3
SUBTOTAL HOURS			12

Regional Courses: (9 s.h. required)

Choose three of the following courses, from three different disciplines. ["Regional Courses" can be selected to fulfill lists (a.) and (b.) requirements below under "Electives".]

ANT	5120	Appalachian Culture and Social Organization	3
BIO	5530-5549	Sel.Topics: Biogeog. of the Southern Appalachians	3
ENG	5710	Advanced Folklore	3
ENG	5720	Appalachian Literature	3
HIS	5206	Studies in American History (when applicable)	3
HIS	5208	Seminar in Appalachian History	3
P&R	5400	Religion in Appalachia	3
PS	5130	Appalachian Political Perspectives	3
SOC	5300	Appalachia in Social Context	3
SUBTOTAL HOURS			9

Electives: (9-12 s.h. required)

In consultation with the program director and the thesis committee, choose a total of 9-12 s.h. from lists (a.) and (b.). A minimum of 3 s.h. from list (a.) and a minimum of 3 s.h. from list (b.) is required; courses should be chosen from different disciplines.

Other electives may be selected upon approval of student's academic advisor. No more than twenty-five percent of the student's degree program may be taken in a combination of selected topics and independent studies.

(a.) Natural Sciences and Technology:

(Select 3-6 s.h. from this list or from the "Regional Courses" list above.)

BIO	5202	Organismal Ecology	4
BIO	5212	Population Ecology	4
BIO	5222	Communities and Ecosystem Ecology	4
BIO	5250	Topics in Ecology	2
BIO	5502	Freshwater Ecology	4
BIO	5504	Taxonomy of Vascular Plants	3
BIO	5508	Biogeography	3
GHY	5100	Seminar in Physical Geography	3
GHY	5110	Seminar in Spatial Analysis	3
GHY	5530-5549	Selected Topics: GIS for Environmental Sciences	3
GLY	5620	Hydrogeology	4
IDS	5251	Agroecology Practices, Systems & Philosophies	3

TEC	5000	Research in Technology	3
TEC	5119	Industrial Leadership, Organization, & Communication	3
TEC	5139	Technology and Culture	3
TEC	5608	Renewable Electricity Technology	3
TEC	5618	Sustainable Building Design and Construction	3
TEC	5628	Solar Thermal Energy Technology	3
TEC	5638	Contemporary Problems in Appropriate Technology	3
		SUBTOTAL HOURS	3-6

(b.) Social Sciences and Humanities:

(Select 3-6 s.h. from this list or from the "Regional Courses" list above.)

ANT	5565	Agrarian Studies and Rural Development	3
ANT	5610	Ethnographic Field School.....	2-6
AS	5110	Ethnographic Field Study	1-6
ECO	5530-5549	Selected Topics: Environmental Economics	3
ENG	5640	Cultural Studies	3
ENG	5650	Gender Studies	3
GHY	5130	Seminar in Human Geography	3
GHY	5400	Planning Process	3
HIS	5002	Seminar in Public History	3
HIS	5306	Studies in Latin American History	3
HIS	5610	Management of Museums	3
HIS	5640	Interpretation in Museums	3
HIS	5660	Topics in Public and Applied History	3
MBA	5650	Business Law, Social Responsibilities, and Ethics	3
MBA	5700	Leadership and Management Skills	3
MGT	5770	Social Responsibilities of Management	3
PLN	5530-5549	Selected Topics: Planning Sustainable Communities	3
PLN	5700	Project Management	3
PS	5060	Seminar in Public Administration	3
PS	5665	Public Management	3
PS	5722	U.S. Foreign Policy	3
PS	5744	Middle East Politics	3
PS	5748	Latin American Politics	3
SOC	5560	Race and Minority Relations	3
SOC	5750	Social Stratification	3
SOC	5950	Globalization and Population	3
		SUBTOTAL HOURS	3-6

Final Project: (3-6 s.h. required)

AS	5900	Internship	3-6
OR			
AS	5999	Thesis	3-6
		SUBTOTAL HOURS	3-6

TOTAL HOURS **36****Thesis:** Optional

Proficiency: A reading knowledge of a foreign language is required. Demonstrated competency in statistics and/or computer science may be substituted upon approval of the student's advisor. The standards by which proficiency is determined are listed in the current *Graduate Bulletin*.

Comprehensive: A comprehensive examination is required.

Product of Learning: None required

Capstone/Capstone Experience: Thesis or Internship

Seminar: None required

Graduate Minor in Appalachian Studies (203/05.0199)

Students will elect a total of 9 semester hours from the following:

AS	5000	Bibliography and Research	3
ANT	5120	Appalachian Culture and Social Organization	3
BIO	5530-5549	Sel.Topics: Biogeog. of the Southern Appalachians	3
ENG	5xxx	Course with Appalachia as the central focus (e.g., ENG 5710-Advanced Folklore; ENG 5720-Appalachian Literature)	3
GHY	5530-5549	Sel.Topics: Biogeog. of the Southern Appalachians	3
HIS	5208	Seminar in Appalachian History	3
P&R	5400	Religion in Appalachia	3
PS	5130	Appalachian Political Perspectives	3
SOC	5300	Appalachia in Social Context	3

(For an explanation of the course prefixes used in the following list of courses, see the index.)

APPALACHIAN STUDIES (AS)

AS 5000. Bibliography and Research/(3).F.

Instruction and study in bibliographical problems and types of source materials available in Appalachian topics; methods used in locating and evaluating the sources and in reporting of research. Required in the first semester of beginning graduate students.

AS 5020. Colloquium in Appalachian Studies/(3).On Demand.

A team-taught interdisciplinary colloquium which will examine contemporary regional, state, and national issues that affect the Appalachian region. The course is designed to help students understand the Appalachian region from a multidisciplinary perspective. The course should be taken by the student during the last semester of residence in the program.

AS 5110. Ethnographic Field Study/(1-6).On Demand.

Variable content. Course involves immersion in a field setting either in the U.S. or through study abroad. Topics, approach, and field sites will be indicated on course syllabi and semester schedules. May be repeated for credit when content does not duplicate.

AS 5500. Independent Study/(1-3).F;S.

AS 5530-5549. Selected Topics/(1-4).On Demand.

AS 5900. Internship/(3-6).F;S.

Graded on an S/U basis.

AS 5989. Graduate Research/(1-9).F;S.

This course is designed to provide access to University facilities for continuing graduate research at the master's and specialist's levels. Graded on an S/U basis. AS 5989 does not count toward a degree.

AS 5999. Thesis/(3-6).F;S.

Graded on an S/U basis.

Department of Biology

Steven W. Seagle, Chair and Professor

Ph.D., University of Tennessee at Knoxville
Ecosystem and Landscape Ecology

Jeffrey A. Butts, Professor

Ph.D., Bowling Green State University
Parasitology (Filariasis and Toxoplasmosis), Epidemiology

Terry N. Carroll, Associate Professor

Ed.D., University of North Carolina at Greensboro
Science Education, Environmental Science, Passive Solar Design

Mary U. Connell, Professor

Ph.D., Kent State University
Molecular Biology, Biotechnology

Robert P. Creed, Jr., Associate Professor

Ph.D., Michigan State University
Aquatic Ecology, Community Ecology

Pradeep M. Dass, Associate Professor

Ph.D., The University of Iowa
Science Education, History and Philosophy of Science, Science-Technology-Society

Ruth Ann Dewel, Adjunct Assistant Professor

Ph.D., University of Houston
Eukaryote Evolution, Origin of Bilateria, Arthropod Nervous System and Head Segmentation, and Comparative Micromorphology of Invertebrates

Melany C. Fisk, Assistant Professor

Ph.D., University of Colorado
Microbiology

Dru A. Henson, Assistant Chair and Professor

Ph.D., Wake Forest University
Immunology, Physiology

Richard N. Henson, Associate Dean of the College of Arts and Sciences; and Professor

Ph.D., Texas A & M University
Marine Biology and Ecology, Parasitology and Invertebrate Systematics

Vicki J. Martin, Professor

Ph.D., Wake Forest University
Developmental Biology, Neurobiology

Zack E. Murrell, Associate Professor

Ph.D., Duke University
Plant Systematics, Speciation and Hybridization, Southern Appalachian Floristics and Biogeography, Evolutionary Theory

Howard S. Neufeld, Professor

Ph.D., University of Georgia
Physiological Plant Ecology, Air Pollution Effects, Ecosystem Ecology, Global Change, Plant Water Relations, Plant Gas Exchange

Mathius J. Sedivec, Professor

Ph.D., The University of North Carolina at Chapel Hill
Neurobiology, Animal Physiology

J. Kenneth Shull, Professor

Ph.D., Florida State University
Cytogenetics, Chromosome Structure and Behavior in Meiosis

Shea R. Tuberty, Assistant Professor

Ph.D., Tulane University
Invertebrate Zoology, Ecology, Environmental Physiology and Endocrinology of Crustaceans

Robert W. Van Devender, Professor

Ph.D., University of Michigan
Evolutionary Biology, Ecology, Population Dynamics, Zoogeography, Herpetology and Vertebrate Biology

Mark E. Venable, Associate Professor

Ph.D., Wake Forest University
Cell Biology, Aging, Lipids

Gary L. Walker, Professor

Ph.D., University of Tennessee at Knoxville
Plant Population Ecology, Cliff-Face Ecology

Ray S. Williams, Associate Professor

Ph.D., University of South Carolina
Insect Ecology, Plant-Insect Interactions

Michael Windelspecht, Assistant Professor

Ph.D., University of South Florida
Population Genetics, Technology in Education

The Department of Biology offers the following degree: (1) Master of Science in Biology (with a required thesis).

MASTER OF SCIENCE IN BIOLOGY

Major Code: 207A/26.0101

Prerequisite: Baccalaureate degree from an accredited college or university.

Basic Criteria for Consideration: (GRE Verbal percentile x 4) + (GRE Quantitative percentile x 4) + (Analytical writing x 50) + (GPA x 300) = 1300, with a minimum GRE analytical writing score of 4.

Other Criteria for All Applicants:

Three recommendations from individuals familiar with the applicant's academic performance.

Statement of interest and intent.

Commitment from a Biology faculty member to chair the applicant's thesis committee.

Deadline: Rolling admission but with first consideration for scholarships and assistantships given to early applicants.

Hours: 30 semester hours

Required Courses:

BIO	5000	Bibliography and Research	4
BIO	5777	Biometrics	3
BIO	5999	Thesis	4
SUBTOTAL HOURS			11

Remaining Hours (5000 level or above)	19
TOTAL HOURS	30

Thesis: Required

Proficiency: None required

Comprehensive: A written comprehensive examination and an oral defense of the thesis.

Product of Learning: None required

Capstone/Capstone Experience: None required

Seminar: Successful completion of a seminar reporting on the Thesis is required.

(For an explanation of the course prefixes used in the following list of courses, see the index.)

BIOLOGY (BIO)

BIO 5000. Bibliography and Research/(4).S.

A study of scientific writing and oral presentations using exercises in writing and speaking. Skills in searching the literature, presenting papers in specific formats, and reviewing science writing will be developed. Students are required to attend and critique science seminars and to develop a presentation using modern computer technologies to present before fellow students. Required in the first year of graduate study. Lecture three hours, laboratory three hours.

BIO 5202. Organismal Ecology/(4).S. Alternate years.

The study of the relationships among individual organisms and the biotic and abiotic environments. Structure/function relationships will be emphasized throughout the course. Topics to be covered include: energy budgets; gas exchange by plants and animals; resource acquisition; water relations; and morphological, physiological and behavioral adaptations to environmental selection pressures. Lab will cover techniques of measuring gas exchange in both animals and plants; nutrient uptake; water relations; foraging efficiencies and physiological optima; and techniques in microclimate measurement. Prerequisites: BIO 3302 and either BIO 3301 or BIO 5555. Lecture three hours, laboratory three hours.

BIO 5212. Population Ecology/(4).F. Alternate years.

This course will employ genetic and ecological principles to explore the population dynamics of plants and animals. The role of populations in evolutionary and ecological processes will be emphasized. Topics will include conservation and loss of genetic variation in natural populations; growth and regulation of populations; and factors affecting their demography, distribution and abundance. Labs will include models of growth and regulation along with techniques for analysis of populations in the field. Prerequisites: BIO 3302 and BIO 3306. Lecture three hours, laboratory three hours.

BIO 5222. Communities and Ecosystem Ecology/(4).F.

A holistic consideration of the interactions among populations of different species with their biotic and abiotic environments. Topics to be covered include succession; patterns in species diversity; community productivity; biogeochemical cycling; ecosystem structure and function. Labs will involve studies of net primary production, nutrient cycling, succession, and diversity, and will include both labor-

ratory and field work. Prerequisite: BIO 3302. Lecture three hours, laboratory three hours.

BIO 5250. Topics in Ecology/(2).F;S.

This seminar is designed to encourage students to develop more deeply into the ecological and evolutionary literature, with a focus on "hot" issues (e.g. the application of chaos theory to ecology, controversies over global warming, etc.). The students will be required to interpret the results of relevant papers, and to present those findings to other students and faculty. Students will be asked to do one or two presentations per semester, to critique the other students and to engage in discussion of all the papers read. Prerequisite: BIO 3302. Lecture two hours. May be repeated for credit when content does not duplicate.

BIO 5500. Independent Study/(1-4).F;S.

BIO 5502. Freshwater Ecology/(4).F.

A study of the abiotic and biotic factors that influence the distribution and abundance of species in freshwater communities. Laboratory exercises include field trips to local streams and lakes. Prerequisites: BIO 1110 or BIO 1101 and BIO 1102; BIO 2000, BIO 2001, BIO 3302 or equivalent, or permission of the instructor. Lecture three hours, laboratory three hours.

BIO 5503. Basic and Applied Microbiology/(3).S.

Lecture, laboratory and field trips dealing with the underlying principles and applications of techniques used in ecological, industrial and medical microbiology. Lecture two hours, laboratory work to be arranged by the instructor. Prerequisite: BIO 3308.

BIO 5504. Taxonomy of Vascular Plants/(3).SS.

A study of the gross structure, reproduction, and development of the spermatophytes. Special emphasis is placed upon the classification and nomenclature of the spermatophytes. Lecture two hours, field work two hours.

BIO 5505. Nature Study/(3).On Demand.

Study of common plants and animals with emphasis on ecology, collecting techniques and identification. Designed for students with limited biology backgrounds. Not open to biology majors for credit. [Dual-listed with BIO 4550.]

BIO 5506. Advanced Animal Physiology/(4).F.

A comprehensive study of the physiology of the nervous, muscular, circulatory, respiratory, digestive, excretory and endocrine systems with an emphasis on system coordination and integration. Laboratory experiments, readings and reports. Prerequisite: a course in general physiology or permission of the instructor. Lecture three hours, laboratory three hours.

BIO 5507. Comparative Invertebrate Physiology/(4).S.

This course provides a comprehensive study of physiological processes in invertebrate animals, with emphasis on adaptations to differing life history strategies. The principal goal of the course is to contribute significantly to the student's understanding of basic biological theory. Some prior knowledge of cellular physiology, classification, and morphology of invertebrates will be assumed. Lecture three hours, laboratory three hours.

BIO 5508. Biogeography/(3).S.

The biological, climatological, geographic, and geological factors which affect the distribution of animal and plants. Patterns of distribution will be studied in relation to various sizes of geographical units. Lecture three hours.

BIO 5512. Local Flora/(3).SS.

A study of the common flora and economic plants of North Carolina including collection, identification, and methods of preservation. Lecture two hours, laboratory and field work two hours.

BIO 5514. Plant Anatomy and Morphology/(3).S.

A general survey of the external and internal structure of plants; detailed study of anatomy and morphology of representative plants from all the divisions. Lecture two hours, laboratory two hours.

BIO 5520. Cells, Organisms and Evolution/(3).S.

Various topics in cell and developmental biology are explored as they relate to evolutionary biology. In addition to a lecture format, this course is based on group discussions, oral presentations and written reports. Lecture three hours.

BIO 5530-5549. Selected Topics/(1-4).On Demand.**BIO 5551. Ornithology/(3).S.**

The morphology, physiology, behavior, ecology and identification of birds. Early morning field trips are required. Extended field trips to a variety of habitats will be arranged. Lecture two hours, laboratory two hours. [Dual-listed with BIO 4551.]

BIO 5552. Entomology/(3).F.

A comparative survey of the insects and related arthropods with an emphasis on morphology and systematics. Methods of collection and preservation are covered. Lecture two hours, laboratory two hours. [Dual-listed with BIO 4552.]

BIO 5555. Plant Physiology/(4).F.

A study of the basic principles of plant physiology and fundamental processes such as cell properties, water relations, growth, photosynthesis, respiration, and mineral nutrition. Prerequisites: CHE 1101, CHE 1110, CHE 1102, CHE 1120 and CHE 2201 is strongly recommended. Lecture three hours, laboratory three hours. [Dual-listed with BIO 4555.]

BIO 5556. Mycology/(4).F.

An investigation of the fungi with particular reference to the techniques of working with these organisms. Lecture three hours, laboratory three hours. [Dual-listed with BIO 4556.]

BIO 5557. Ichthyology/(3).F.

Ecology, distribution, taxonomy and economic importance of fishes. Freshwater fishes will be emphasized. Lecture two hours, laboratory two hours. [Dual-listed with BIO 4557.]

BIO 5558. Taxonomy of the Fleshy Fungi/(3).F.On Demand.

An in-depth study of the fleshy fungi [mushrooms (agarics), chantrelles, hydnoms, polypores, and corals] with an emphasis on morphology, systematics, and ecology. Methods of collection, macroscopic and microscopic dissection, identification, and preservation are covered. Fields trips are required. Lecture two hours, laboratory three hours. [Dual-listed with BIO 4558.]

BIO 5559. Mammalogy/(3).S.

The natural history, distribution, adaptations, taxonomy and economic importance of mammals. Field trips and visits to zoos will be arranged. Lecture two hours, laboratory two hours. [Dual-listed with BIO 4559.]

BIO 5560. Herpetology/(3).F.

The morphology, taxonomy, physiology, and distribution of amphibians and reptiles. Methods of collecting and preserving specimens as well as behavioral aspects of species in their natural habitats will be covered. Field trips will be required. Lecture two hours, laboratory two hours. [Dual-listed with BIO 4560.]

BIO 5563. Biology of Aging/(3).F.

General study of biological/physiological changes over time in the structure and function of the systems of organisms with emphasis on the human body. Prerequisites: BIO 1101 and BIO 1102, or equivalent. Lecture three hours. [Dual-listed with BIO 4563.]

BIO 5564. Microscopy/(4).F A study of the principles and techniques of biological microscopy. Lectures include discussions on preparative techniques for various types of bioimaging, the optical theories behind the imaging technologies, and the structure and function of cellular organelles. Laboratories examine practical techniques of tissue preparation for various kinds of microscopy, the effective use of various types of microscopes, and the interpretation of data obtained from various imaging systems. Lecture three hours, laboratory three hours. [Dual-listed with BIO 4564.]

BIO 5567. Lichenology/(3).S.On Demand.

A study of the morphology, diversity, evolution, ecology, physiology, and chemistry of lichens as well as their significance as biological indicators. Field trips are required. Lecture two hours, laboratory three hours. [Dual-listed with BIO 4567.]

BIO 5568. Immunology/(4).S.

A study of the immune system with emphasis on cellular interactions involved in the generation of humoral and cell-mediated immune responses. Lecture includes discussions on inflammation, antibody diversity, tissue transplantation, and immunopathologies. Laboratories examine lymphoid tissue organization, lymphocyte function, and antibody-antigen reactions with emphasis on clinical application. Prerequisite or corequisite: BIO 3306. Lecture three hours, laboratory three hours. [Dual-listed with BIO 4568.]

BIO 5569. Invertebrate Zoology/(4).F

Students will be introduced to the 34 extant major and minor invertebrate phyla which make up 99% of the Earth's named animal species and virtually 100% of those animals yet undiscovered. The intriguing natural history, symmetry and development, mode of locomotion, nutrition, reproduction, and primary environments of the invertebrates will be discussed. Labs will emphasize invertebrate habitats, field collection, phylogenetic relationships as well as eco-

logical and physiological adaptations and examination of major morphological characteristics. Lecture three hours, laboratory three hours with required field trips. [Dual-listed with BIO 4569.]

BIO 5570. Parasitology/(3).F.

A survey of protozoan, helminthic and arthropod parasites with emphasis on causation and prevention of disease. Lecture two hours, laboratory two hours. [Dual-listed with BIO 4570.]

BIO 5571. Plant-Insect Interactions in Terrestrial Ecosystems/(4).F. **Alternate years.**

A study of the associations between insects and plants, using lecture, class discussions and laboratory exercises. Lecture topics include constraints imposed by plants on herbivorous insects and the strategies insects use to overcome them, pollination biology and ecology and the interplay between biotic and abiotic factors in determining interactions. Students are expected to lead class discussions of current literature. Laboratory exercises are field-based mini-experiments leading to the development of an individual project with experimentation and paper presentation. As a graduate student, mentoring of undergraduate research projects is required. Lecture three hours, laboratory three hours. [Dual-listed with BIO 4571.]

BIO 5580. Field Biology of Continental U.S.A./ (5).SS.

Ecological investigations of major habitats in the U.S. Prerequisites: 16 hours in biology and consent of the instructor. [Dual-listed with BIO 4580.]

BIO 5601. Animal Behavior-Ethology/(3).S.

Basic principles of animal behavior are approached from an evolutionary perspective. Topics such as instinct, learning, biological clocks, sociobiology, communication and physiological mechanisms of behavior are stressed. Laboratory emphasizes techniques of observing, recording, and analyzing behavior using a research project format. Lecture two hours, laboratory two hours. [Dual-listed with BIO 4601.]

BIO 5700. Advanced Cell Biology/(3).S. **Alternate years.**

A detailed study of cellular structures and their functions as well as cellular communication and regulatory mechanisms, focusing on the eukaryotic cell. Prerequisite: a class in cell biology, molecular biology, or biochemistry or permission of the instructor. Lecture three hours.

BIO 5777. Biometrics/(3).S.

A descriptive treatment of statistical techniques used in collecting and analyzing data from biological systems. Statistical techniques include binomial, Poisson, goodness-of-fit, one and two way anova, regression and correlation and many non-parametric tests. The laboratory emphasizes research design, analyzing data from student research and techniques of computer usage, especially programs like BMDP. Prerequisite: STT 2810 or permission of the instructor. Lecture two hours, laboratory two hours.

BIO 5900. Internship/(1-6).F;S.

Practical biological experiences in federal, state, and local agencies. Graded on an S/U basis. [Dual-listed with BIO 4900.]

BIO 5989. Graduate Research/(1-9).F;S.

This course is designed to provide access to University facilities for continuing graduate research at the master's and specialist's levels. Graded on an S/U basis. BIO 5989 does not count toward a degree.

BIO 5999. Thesis/(4).F;S.

Graded on an S/U basis.

BIO 6500. Independent Study/(2-4).F;S.

Student selects an area of investigation which must be approved by the instructor and advisor.

BIO 6520. Teaching Apprenticeship/(4).On Demand.

This course provides a teaching experience in undergraduate courses under direct supervision of a graduate faculty member. Specific objectives will be determined in a conference between the student and the graduate faculty member involved. Graded on an S/U basis.

BIO 6530-6549. Selected Topics/(1-4).On Demand.

BIO 6610. Advanced Seminar in Current Research Topics/(2).S.
Lectures, readings, and discussions dealing with biological principles and theories.

BIO 6614. Current Topics in Molecular Biology/(3).F.

Recent advances in biology at the subcellular level. Lecture and laboratory.

BIO 6618. Advanced Bacteriology/(2).S.

Modern techniques and procedures in bacteriology, including instrumental and biochemical methods of analysis and interpretation of data.

BIO 6989. Independent Research/(1-8).F,S.

A total of 8 hours credit is required for this course and may be taken in blocks of 1-8 hours. Results of the research must be reported in a scientifically acceptable manner. Graded on an S/U basis.

GENERAL SCIENCE (GS)

GS 5500. Independent Study/(1-4).On Demand.

GS 5510. Environmental Problems/(3).S.

A study of environmental problems: their historical and cultural origins, their scientific background, and their possible solutions. Designed for students with limited science backgrounds.

GS 5530-5549. Selected Topics/(1-4).On Demand.

GS 5989. Graduate Research/(1-9).F;S.

This course is designed to provide access to University facilities for continuing graduate research. Graded on an S/U basis. GS 5989 does not count toward a degree.

Business Administration

*Philip R. Witmer, Director of the MBA Program; Assistant Dean for Graduate and International Programs in the Walker College of Business; and Associate Professor in the Department of Accounting
Ph.D., The George Washington University
Financial and International Accounting*

Graduate Faculty

Graduate faculty teaching in the Master of Business Administration curriculum are drawn from the six academic departments within the Walker College of Business including: Accounting; Computer Information Systems; Economics; Finance, Banking and Insurance; Management; and Marketing. Please refer to departmental listings for graduate faculty in each area.

The Walker College of Business, through collaboration among the academic departments of the College, offers the Master of Business Administration (MBA) degree (305A/52.0201). The mission of the MBA is to provide educational experiences to prepare our students for life-long learning and professional leadership responsibilities in a dynamic global environment. The program provides individualized attention through extensive student-faculty collaboration. Students in the MBA program are expected to develop a core set of competencies including functional business knowledge, leadership and teamwork skills, analytical and critical thinking skills, responsiveness to domestic and global business environments, appreciation for diversity and multiculturalism as well as ethical and legal responsibilities, professional development and communication skills. Also, students have opportunities for internships, global experiences, and involvement with alumni and business leaders.

Enrollment in MBA Courses and Other College of Business 5000-level Courses: All degree-seeking students taking graduate courses must make formal application to the Graduate School prior to enrolling in any graduate course work. In order to enroll in a 5000-level course in the Walker College of Business, a student must either be admitted to the MBA program of study, or must have permission of the instructor and the departmental chair in which the course is offered. In addition, if the course is specifically an MBA 5000-level course, a student must have permission of the MBA Program Director prior to enrollment in that course.

MASTER OF BUSINESS ADMINISTRATION

Major Code: 305A/52.0201

Prerequisites: Baccalaureate degree from an accredited college or university.

Candidates admitted to the Master of Business Administration (MBA) program must have completed the following six foundation courses prior to entering the program. (See the enrollment requirements as noted in the above paragraph "Enrollment in MBA Courses and Other College of Business 5000-level Courses.") In addition, they must have a working knowledge of Excel, Word, and PowerPoint. Required foundation courses include:

- MBA 5001 Foundations in Business Statistics (3 s.h.)
- MBA 5002 Foundations in Financial Accounting (3 s.h.)
- MBA 5003 Foundations in Economics (1.5 s.h.)
- MBA 5004 Foundations in Finance (1.5 s.h.)
- MBA 5005 Foundations in Marketing (1.5 s.h.)
- MBA 5006 Foundations in Organizational Behavior (1.5 s.h.)

Candidates must receive a minimum grade of "B" in each foundation course to fulfill the prerequisite requirement. Foundation courses do NOT count toward the 42 s.h. MBA Program of Study. Students may also request that one or more of the foundation courses be waived if they have received a baccalaureate degree in business within the last ten years or if they have completed equivalent course work within the last ten years. Students must have received a minimum grade of "B" in each course.

Basic Criteria for Consideration:

Criteria for admission are based on the complete application package that includes: a completed Appalachian State University Graduate School Application, the application fee, three recommendation forms, two official copies of transcripts from every institution attended, GMAT official test scores, and a resume. International students are required to submit TOEFL scores. Prospective applicants should address inquiries to the Cratis D. Williams Graduate School at (828) 262-2130. Applications are available at the Graduate School web site: <http://www.graduate.appstate.edu>

Other Criteria for All Applicants:

Computer requirements: Students are strongly encouraged to have a laptop computer. Access to the wireless network is provided on campus and is utilized in the Walker College of Business.

Deadlines: Applicants for admission to the MBA program should submit a complete application to the Graduate School by March 1 in order to be considered for Fall admission.

Admission Decision: The evaluation process for each individual admission considers a combination of the application, the GMAT test scores, recommendations, transcripts of academic performance, the resume, and TOEFL scores (if applicable). Applicants who are admitted should notify the Graduate School in writing by April 15 of their intent to enroll in the Fall semester.

Hours: 42 semester hours

Required Courses:

FIRST YEAR - FALL SEMESTER*

(*The Walker College of Business MBA students must begin their program of study in the Fall Semester.)

MBA	5100	Macroeconomics for Business	3
MBA	5200	Problem Analysis and Quantitative Methods	3
MBA	5230	Information Systems for Competitive Advantage	3
MBA	5320	Managerial Accounting	3
SUBTOTAL HOURS			12

FIRST YEAR - SPRING SEMESTER

MBA	5220	Operations and Supply Chain Management	3
MBA	5420	Marketing Strategy and Applications	3
MBA	5600	Managerial Finance	3
MBA	5700	Leadership and Management Skills	3
SUBTOTAL HOURS			12

FIRST YEAR - SUMMER SEMESTER

Select one of the following three options:

OR	MBA	5010	MBA International Study Experience	6
	MBA	5900	MBA Internship (See NOTE A below.)	6
OR				
	Elective	(5000 level or above) See NOTE B below	3	
	and			
	Elective	(5000 level or above) See NOTE B below	3	
		SUBTOTAL HOURS		6

SECOND YEAR - FALL SEMESTER

MBA	5650	Business Law, Social Responsibility, and Ethics	3
MBA	5750	Strategic Management	3
Elective	(5000 level or above) See NOTE B below	3	
Elective	(5000 level or above) See NOTE B below	3	
SUBTOTAL HOURS			12

TOTAL HOURS	42
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Thesis: None required

Proficiency: None required

Comprehensive: None required

Product of Learning: None required

Capstone/Capstone Experience: None required

Seminar: None required

NOTE A: The MBA Program Director approves the internship. A detailed description of the activities involved in the internship is developed and agreed to by the student, the prospective employer, and the faculty supervisor prior to the approval of the internship.

NOTE B: Students must take an international course (5000 level or above) as one of their elective courses.

(For an explanation of the course prefixes used in the following list of courses, see the index.)

BUSINESS (BUS)**BUS 5530-5549. Selected Topics/(1-4).On Demand.****MASTER OF BUSINESS ADMINISTRATION (MBA)****FOUNDATIONS (MBA 5001-MBA 5006) DO NOT COUNT TOWARD THE MBA PROGRAM OF STUDY.****MBA 5001. Foundations in Business Statistics/(3).SS.**

This course introduces the statistical tools used to facilitate business decision-making. Topics covered will include descriptive statistics, the concepts of probability, confidence intervals, and hypothesis testing. The course will develop these topics using business applications. Prerequisite: admission to the MBA Program or permission of the instructor.

MBA 5002. Foundations in Financial Accounting/(3).SS.

This course will develop familiarity with the financial statements, including the balance sheet, income statement, statement of stockholders' equity and the statement of cash flow, through the extensive use of actual and simulated financial statements. Related topics will include the financial statement audit and the auditor's report, Securities and Exchange Commission and related reporting requirements, the dependency of financial markets on fair and transparent financial reporting, the status of international accounting standard initiatives, and other relevant topics. Prerequisite: admission to the MBA Program or permission of the instructor.

MBA 5003. Foundations in Economics/(1.5).SS.

This course introduces the student to the microeconomic environment of business decision-making. Topics covered include modeling markets with supply and demand analysis and the influence of price, production, cost and technology on the firms' decisions. Also covered is strategic decision-making within the context of game theory. Prerequisite: admission to the MBA Program or permission of the instructor.

MBA 5004. Foundations in Finance/(1.5).SS.

An introduction to the financial concepts needed for the management of a business firm. Topics covered include the time value of money, bond and stock valuation, capital budgeting, and financial statement analysis. Prerequisites: admission to the MBA Program or permission of the instructor; and students must have completed a principles level financial accounting course prior to enrolling in this course.

MBA 5005. Foundations in Marketing/(1.5).SS.

This course introduces the major concepts and tools employed in modern marketing. The course will study marketing from the perspective of for profit and not for profit organizations, domestic and international. Prerequisite: admission to the MBA Program or permission of the instructor.

MBA 5006. Foundations in Organizational Behavior/(1.5).SS.

This course applies knowledge from the behavioral sciences to help students understand and solve problems they encounter as managers and group members in organizations. A variety of tools and concepts will be used to increase student awareness of the dynamics of organizational life, to approach organizational problems in unique ways, and to develop individual and group skills for functioning effectively in today's organizations. Topics include leadership, organizational change, organizational culture, organizational values, cultural diversity, personality, motivation, individual decision-making, fairness and ethics in decision-making, group dynamics, team

building, conflict management, negotiations, and stress management. Prerequisite: admission to the MBA Program or permission of the instructor.

MBA 5010. MBA International Study Experience/(6).SS.

This course provides students an opportunity to study business practices, trade and economic policies and culture in foreign countries. Comparative business practices are emphasized through research activities, visits to international businesses and educational institutions, and through cultural and historical site visits. In addition to the travel experience, students will complete a minimum of 30 contact hours of in class coursework. Graded on an S/U basis. Prerequisite: admission to the MBA program or permission of the instructor.

MBA 5100. Macroeconomics for Business/(3).F.

This course introduces tools for studying the macroeconomic environment of business decision-making. Topics include the aggregate measures of an economy's performance and the causes of economic growth, business cycles, and inflation. Also included are monetary and fiscal policy and the international flow of funds as well as exchange rate determination. Prerequisite: admission to the MBA Program or permission of the instructor.

MBA 5200. Problem Analysis and Quantitative Methods/(3).F.

A course designed to provide business students with the quantitative analysis tools required for managerial decision-making. The course covers quantitative concepts such as decision-making under uncertainty, optimization models and applications, and computer simulation. Additionally, the course will cover various statistical methods, including hypothesis testing, analysis of variance, regression analysis, and time series analysis. The emphasis will be on business applications of quantitative methods using computer software and models. Prerequisite: admission to the MBA program or permission of the instructor.

MBA 5220. Operations and Supply Chain Management/(3).S.

Operations and supply chain management involves the transformation of materials and other inputs into products and services. It is one of the primary functions for both manufacturing and service businesses, and works closely with marketing, finance and accounting, engineering and other functions to develop strategic and business plans, and in implementing those plans. Objectives include the production of high-quality products and services to satisfy customer requirements at competitive prices, while effectively utilizing a number of different resources, such as employees, equipment, facilities, and information systems. Prerequisite: admission to the MBA Program or permission of the instructor.

MBA 5230. Information Systems for Competitive Advantage/(3).F.

This course enables students to develop the skills and concepts needed to ensure the ongoing contribution of a firm's information systems (IS) operations to its competitive position. It helps students to understand the complex processes underlying the development and manufacture of information systems as well as the creation and delivery of technology-based services. This course examines the role of information technology (IT) in the strategic positioning of the business, enabling the redefinition of markets and industries and the strategies and designs of firms competing within them. Discussion will be encouraged that addresses the challenges of managing in a network economy, creating business advantage with IT, building the networked business, understanding internetworking infrastructure, managing the IT function of an organization, assuring secure IT services, managing outsourcing of IT services, and developing a strategy for managing the IT project portfolio for the highest payoff to an organization. Prerequisite: admission to the MBA Program or permission of the instructor.

MBA 5320. Managerial Accounting/(3).F.

An examination of accounting information with an emphasis on planning and control, product costing, and income determination. Subjects include, but are not limited to: cost-volume-profit analysis, manufacturing cost systems, budgeting concepts, capital budgeting, relevant costs for decision-making, income tax implications for business decisions and ethics in the field of accounting. Prerequisite: admission to the MBA Program or permission of the instructor.

MBA 5420. Marketing Strategy and Applications/(3).S.

Through the use of a combination of applied methods such as in-depth case analysis, simulations and/or marketing projects, the student will learn to develop solutions and formulate responses to marketing-oriented problems of the organization in a dynamic, complex, competitive, and global context. This course integrates issues and concepts introduced in other MBA courses. Prerequisite: admission to the MBA Program or permission of the instructor.

MBA 5530-5549. Selected Topics/(1-4).On Demand.**MBA 5600. Managerial Finance/(3).S.**

This course provides an in-depth study of the financial functions of a business. Financial theory and techniques for financial decisions are presented. Students are expected to use financial models and/or methods in solving problems. Students will receive exposure to advanced financial management material including financial analysis, capital budgeting, cash flow analysis, capital structure, risk and return valuation. Prerequisite: admission to the MBA Program or permission of the instructor.

MBA 5650. Business Law, Social Responsibility, and Ethics/(3).F.

This course provides a study of the legal, political, and regulatory environment within which business processes take place and how such an environment affects the decisions that managers will make. Social responsibility and ethics are incorporated as an integral part of the course. Topics covered include: contracts, employment, product liability, price discrimination, restraint of trade, environmental regulations, securities law, and intellectual property rights. Prerequisite: admission to the MBA Program or permission of the instructor.

MBA 5700. Leadership and Management Skills/(3).S.

This course is designed to improve students' leadership and management skills. It is not a knowledge-based course designed to teach students about management; rather, it is a workshop course designed to develop key skills. Areas of skill development include: time management; problem-solving (analytical and creative); coaching, counseling, and supportive communication; influence strategies; employee motivation; conflict management; empowerment and delegation; team building; and leading positive change. Prerequisites: admission to the MBA Program or permission of the instructor; and fulfillment of appropriate MBA program prerequisites and requirements.

MBA 5750. Strategic Management/(3).F.

This course focuses on how managers and executives formulate and implement strategy in order to improve long-term performance. Each session emphasizes the development of frameworks that can be used to analyze the topic. Topics include defining the firm's mission, performance, industry structure, strategic coherence, business-level strategy, vertical integration, diversification, mergers and acquisitions, top management teams, management of innovation, corporate governance, business ethics, organizational structure and control, strategy implementation, global strategy, and leadership. Case analysis, in-class exercises and presentation, and written assignments are used to improve working knowledge of each topic. Prerequisite: admission to the MBA Program or permission of the instructor.

MBA 5900. MBA Internship/(6).SS.

An appropriate full-time work experience for students. Graded on an S/U basis. Prerequisite: admission to the MBA program or permission of the instructor.

MBA 5989. Graduate Research/(1-9).F;S.

This course is designed to provide access to University facilities for continuing graduate research at the master's level. Graded on an S/U basis. MBA 5989 does not count toward a degree.

Department of Chemistry

*Claudia Cartaya-Marin, Interim Chair and Professor
Ph.D., Brandeis University*

*Eric J. Allain, Assistant Professor
Ph.D., University of Illinois
Biochemistry*

*John T. Tomlinson, Assistant Professor
Ph.D., Wake Forest University
Bioanalytical Separations*

The Department of Chemistry does not offer a graduate program. The following courses are used to complement other graduate degree programs.

(For an explanation of the course prefixes used in the following list of courses, see the index.)

CHEMISTRY (CHE)

CHE 5070. Advanced Physical Chemistry/(4).F.

Rigorous treatment of the laws of thermodynamics and statistical mechanics. Applications to gases, solutions and other condensed phases, studies of surface effects. Lecture four hours.

CHE 5500. Independent Study/(1-4).F;S.

CHE 5530-5549. Selected Topics/(1-4).On Demand.

An opportunity to study a special topic or combination of topics not otherwise provided for in the chemistry curriculum. May be repeated for credit when content does not duplicate. Prerequisite: graduate status.

CHE 5560. Instrumental Methods of Analysis/(4).F.

A study of some of the modern instrumental methods of analysis including electrochemistry, atomic and molecular spectroscopy, magnetic resonance spectrometry, mass spectrometry and gas chromatography. Prerequisite: CHE 3301. Lecture three hours, laboratory three hours.

CHE 5580. Biochemistry I/(3).F;S.

This course covers the properties of amino acids, proteins, carbohydrates, lipids and nucleic acids and presents a brief introduction to enzymology. Major emphasis is on the chemistry of biological compounds. An introduction to intermediary metabolism is also presented. Prerequisite: CHE 2101 or CHE 2202. Lecture three hours. [Dual-listed with CHE 4580.]

CHE 5581. Biochemistry I Laboratory/(1).F;S.

Experimental investigations which supplement the study of the topics in biochemistry. Prerequisite: CHE 2203 (or equivalent); co- or prerequisite: CHE 5580 (or equivalent). Laboratory three hours. [Dual-listed with CHE 4581.]

CHE 5582. Biochemistry II/(3).S.

This course will cover the intermediary metabolism of amino acids, nucleic acids, carbohydrates and lipids. Metabolic pathways and their associated enzymes are emphasized. Prerequisite: CHE 4580 with CHE 3301 recommended but not required. Lecture three hours. [Dual-listed with CHE 4582.]

CHE 5989. Graduate Research/(1-9).F;S.

This course is designed to provide access to University facilities for continuing graduate research at the master's and specialist's levels. Graded on an S/U basis. CHE 5989 does not count toward a degree.

CHE 5999. Thesis/(4).F;S.

Graded on an S/U basis.

Department of Communication

Glenda J. Treadaway, Interim Chair and Professor

Ph.D., Ohio University

Organizational/Public Communication

Frank A. Aycock, Professor

Ph.D., University of Tennessee at Knoxville

Electronic Media/Broadcasting

Norman E. Clark, Associate Professor

Ph.D., University of Iowa

Organizational/Public Communication

Terry W. Cole, Professor

Ph.D., University of Oregon

Organizational/Public Communication

Jean L. DeHart, Professor

Ph.D., University of Georgia

Organizational/Public Communication

Paul H. Gates, Jr., Associate Professor

Ph.D., University of Florida

Journalism

Nina-Jo Moore, Associate Dean of the College of Fine and Applied Arts and Professor

Ph.D., University of Maryland

Organizational/Public Communication

Monica T. Pombo, Assistant Professor

Ph.D., Ohio University

Electronic Media/Broadcasting

Janice T. Pope, Associate Professor

Ph.D., University of Alabama

Public Relations

Kay Taylor, Assistant Professor

Ph.D., University of Alabama

Journalism/Public Relations

The Department of Communication does not offer a graduate program. The following courses are used to complement other graduate degree programs.

(For an explanation of the course prefixes used in the following list of courses, see the index.)

COMMUNICATION (COM)

COM 5425. Task-Oriented Group Facilitation Methods/(3).S

Learn how to maximize the collective power of groups, organizations, and communities by developing facilitation skills that help groups think, talk, and work together. Application opportunities using these skills include community development, organizational planning, education, government, and other occasions when people want to turn ideas into productive action and meaningful accomplishments. (Same as PLN 5425.)

COM 5530-5549. Selected Topics/(1-4).On Demand.

Department of Computer Information Systems

Donald L. Amoroso, Chair and Professor

Ph.D., University of Georgia
Information Systems

Joseph Cazier, Assistant Professor

Ph.D., Arizona State University
Information Systems

Chien-Hung (Charlie) Chen, Assistant Professor

Ph.D., Claremont Graduate University
Information Systems

Richard E. Crandall, Professor

Ph.D., University of South Carolina
Production, Operations Management

Dinesh S. Dave, Professor

Ph.D., Gujarat University
Production, Operations Management

Antonina Durfee, Assistant Professor

Ph.D., Abo Akademi University, Finland
Information Systems

Albert L. Harris, Professor

Ph.D., Georgia State University
Information Systems

B. Dawn Medlin, Assistant Professor

Ed.D., Virginia Polytechnic Institute and State University
Web Design and Programming

Scott Schneberger, Associate Professor

Ph.D., Georgia State University
Information Systems

The Department of Computer Information Systems offers course work at the graduate level in support of the Walker College of Business degree programs. Prerequisite to enrollment in a graduate course offered by the Department of Computer Information Systems is admission to a graduate program of study, admission to a graduate certificate program, or permission of the instructor and the departmental chair. In addition, enrollment in MBA courses requires permission of the MBA Program Director. A non-degree student must obtain permission from the Graduate School to enroll in 5000-level courses.

GRADUATE CERTIFICATE IN COMPUTER INFORMATION SYSTEMS

The Department of Computer Information Systems offers a graduate certificate in Computer Information Systems (310A/52.1201). For more information, contact the Cratis D. Williams Graduate School at 828-262-2130, or visit our website at www.graduate.appstate.edu.

(For an explanation of the course prefixes used in the following list of courses, see the index.)

COMPUTER INFORMATION SYSTEMS (CIS)

CIS 5010. Microcomputer Concepts and Applications/(3).On Demand.

This course surveys microcomputer hardware and software with emphasis on the relationship of microcomputers in an organizational role. Methodologies of evaluating hardware and software to fulfill organizational needs will be examined. Practicums utilizing available software packages and hardware will be developed. Prerequisite: admission to a COB Graduate Program or permission of the departmental chair.

CIS 5100. Management Information System/(3).On Demand.

A study of the methods and procedures of computerized information systems and how they should be used to create viable management information systems. Includes administrative uses and limitations of information systems in a company. Measures of information system effectiveness, documentation procedures, data security, legal implications and personnel requirements as well as system configurations and software are included. Prerequisite: admission to the MBA Program, Graduate CIS Certificate Program or other graduate programs or by permission of the chair of the CIS Department.

CIS 5120. Systems Development Methods/(3).On Demand.

This course examines the concepts, issues and methodologies used to develop systems that will meet the information needs of contemporary organizations operating in the information age. A CASE tool is used to familiarize students with computer supported design techniques used to develop and implement the complex infor-

mation systems required by successful organizations. Prerequisite: admission to the MBA Program, Graduate CIS Certificate Program or other graduate programs or by permission of the chair of the CIS Department.

CIS 5130. Applications Development Using Visual BASIC/(3).F;S.

In this course, the student will learn to develop business applications in the event-driven GUI-oriented Windows environment using Visual BASIC. Emphasis is placed on data handling, interface design, and proper development and programming techniques. Prerequisite: admission to the MBA Program, Graduate CIS Certificate Program or other graduate programs or by permission of the chair of the CIS Department.

CIS 5250. Issues in E-Business/(3).On Demand.

This course examines the concepts and issues associated with using the technologies and processes of electronic commerce to facilitate the operational success of a contemporary organization. Through extensive use of the Internet, students will gain direct experience with the promise, problems and potential of using information technology and electronic commerce in individual and organizational endeavors. Prerequisite: admission to the MBA Program, Graduate CIS Certificate Program or other graduate programs or by permission of the chair of the CIS Department.

CIS 5280. Systems Management/(3).On Demand.

Introduction to General Systems Theory and its application to the analysis, design, and operation of information systems. Emphasis will be placed on the design and management of information technology, cybernetics, real-time systems, models and simulations, and

man-machine systems. Prerequisite: admission to the MBA Program, Graduate CIS Certificate Program or other graduate programs or by permission of the chair of the CIS Department.

CIS 5300. Managing Information Technology/(3).On Demand.
A seminar course providing a broad overview of the information systems management function. Emphasis on information systems management, with particular attention on planning, organizing, and controlling user services and managing the computer information systems development process. Prerequisite: admission to the MBA Program, Graduate CIS Certificate Program or other graduate programs or by permission of the chair of the CIS Department.

CIS 5350. Advanced Database Concepts/(3).On Demand.

Investigation and application of advanced database concepts including Database Administration, database technology and selection and acquisition of database management systems. In-depth practicum in data modeling and system development in a database environment will be emphasized utilizing both mainframe and micros. Prerequisite: CIS 4790 or equivalent.

CIS 5500. Independent Study/(I-4).F;S.

CIS 5530-5549. Selected Topics/(I-4).F;S.

CIS 5580. Data Communications and Networking/(3). F;S.

This course is designed to provide the student with the basic concepts of data communications and networks. Emphasis will be on the technical and the theoretical skills of data communications and networks that will be needed by those who will be involved in the analysis, design and programming of computer information systems. Students will be required to design a network. Prerequisite: CIS 3250 (CIS 3250 can be taken concurrently).

CIS 5585. Advanced Data Communications & Networking/(4).F;S.

This course is a continuation of CIS 5280 and explores advanced topics in data communications and networking. It encompasses parts 3 and 4 of the CCNA (Cisco Certified Network Associate) certification and, upon successful completion, allows students to take the CCNA certification exam. Prerequisite: CIS 5280.

CIS 5610. Global Information Technologies/(3).F;S.

This course presents students with the concepts and issues inherent in global information technology. The course examines the issues associated with using technology in a global environment, how global systems are developed, how culture, language, etc. impact systems and their development, outsourcing, strategies for global systems development and use, and issues facing Far East, European, Latin America, and Third World countries. Prerequisite: graduate status. [Dual-listed with CIS 4610.]

CIS 5620. IS Strategy, Policy, and Governance/(3).On Demand.

This course examines how to effectively lead an information systems organization. Chief Information Officers are tasked to take part in determining corporate strategy based on information technology and its potential role in corporate objectives - while determining the IS (Information System) strategy to most effectively implement the corporate strategy in terms of information technology, IS personnel, data, and telecommunications. That IS strategy will also be implemented in terms of an IS policy, and then executed as IS governance. IS governance will include personnel issues, legal and financial obligations, data privacy and security, vendor relations, and business unit liaison. [Dual-listed with CIS 4620.]

CIS 5630. Advanced Data Management/(3).F;S.

Data mining is a broad area dealing with the analysis of a large volume of data that integrates techniques from several fields in-

cluding machine learning, statistics, pattern recognition, artificial intelligence, and database systems. Data mining is a rapidly growing field that supports decision-making by detecting patterns, devising rules, identifying new decision alternatives and making predictions about the future. The course objective is to present the leading data mining methods and their application to real-world problems. The course is organized around a number of well-defined data mining tasks such as description, classifications, estimation, predictions, and affinity grouping and clustering. The topics covered include: introduction to knowledge discovery in the databases (KDD), statistical methods, emerging modeling techniques such as neural networks, and others. [Dual-listed with CIS 4630.]

CIS 5680. Developing Software Solutions/(3).F;S.

This course focuses on the building of software systems including programming, logic, managing operating systems, and configuring large information systems, such as enterprise resource planning (ERP) systems. In this course, students will use a popular software package to build a working programming interface to solve business problems. [Dual-listed with CIS 4680.]

CIS 5710. e-Business Systems/(3).F;S.

This seminar course discusses e-business issues that are current, applicable, relevant, and interesting. Students are expected to develop and execute a team project throughout the course. Relevant areas of e-business studied will include: electronic commerce, personalization management systems, content management systems, customer relations management systems, and community systems. This course ties together concepts from different areas of management and the economic, behavioral, functional and technical aspects of information systems. [Dual-listed with CIS 4710.]

CIS 5720. Advanced Internet Technologies/(3).F;S.

In this course, students will have the opportunity to learn the technologies that are commonly used to develop e-business. These enabling technologies include ASP.NET, VB Script, Java2EE, XML, Web Service, XHTML, DHTML, Java Script, JSP, among others. The technologies that this course incorporates may change based upon current industry trends. This course concentrates on the skills to use these technologies and the business processes that drive Internet development, so that students are able to develop a robust, reliable, functional, and secure industry-level e-business web site. Prerequisite: CIS 5710. [Dual-listed with CIS 4720.]

CIS 5830. Managing Security/(3).F;S.

This course is designed as a broad overview of important security topics that are relevant to people and businesses. Relevant areas of security that will be studied include: the need for security on a personal and business level, the management practices surrounding security issues, network security strategies, human factors, access, firewalls, disaster recovery plans, personal security issues, personal and business forensics issues. [Dual-listed with CIS 4830.]

CIS 5840. Advanced Security/(3).F;S.

This course is designed to cover the main common body of knowledge topics identified by the Certified Information Systems Security Professional (CISSP) certification program. Topics include security management practices, access control, security models and architecture, physical security, telecommunications and networking security, cryptography, disaster recovery and business continuity, law, investigation, ethics, applications and systems development, computer forensics and, operations security. Prerequisite: CIS 5830. [Dual-listed with CIS 4840.]

CIS 5850. Information System Project/(3).F;S.

Using a team concept, students will analyze, design, create, and

implement a working information system for a public or private organization. Emphasis will be placed on project management, rapid application development, and the development of quality systems for clients. [Dual-listed with CIS 4850.]

CIS 5989. Graduate Research/(1-9).F;S.

This course is designed to provide access to University facilities for continuing graduate research at the master's and specialist's levels. Graded on an S/U basis. CIS 5989 does not count toward a degree.

PRODUCTION/OPERATIONS MANAGEMENT (POM)

POM 5500. Independent Study/(1-4).F;S.

POM 5530-5549. Selected Topics/(1-4).F;S.

Department of Computer Science

Edward G. Pekarek, Jr., Chair and Professor

Ph.D., Purdue University

Operating Systems, Computer Networks

E. Frank Barry, Assistant Professor

M.S., Duke University

Parallel DSP Architectures, Real-time Embedded Systems, Microcontroller Architecture

James B. Fenwick, Jr., Associate Professor

Ph.D., The University of Delaware

Optimizing Compilers, Parallel Systems

Kenneth H. Jacker, Professor

M.S., Stanford University

Real-Time Systems, Digital Signal Processing, Data Communications

Barry L. Kurtz, Professor

Ph.D., University of California, Berkeley

Computer-Based Education and Programming Languages

Alice A. McRae, Associate Professor

Ph.D., Clemson University

Graph Algorithms, Genetic Algorithms

Cindy A. Norris, Associate Professor

Ph.D., University of Delaware, Newark

Compiler Optimization, Register Allocation, Fine-Grain Parallel Architectures

Dolores A. Parks, Professor

Ph.D., University of Kentucky

Graph Theory, Combinatorics

C. Ray Russell, Associate Professor

Ph.D., Georgia Institute of Technology

Human-Computer Interface Design; Experimental Study of Software Designer Behavior

Rahman Tashakkori, Assistant Professor

Ph.D., Louisiana State University

Digital Imaging and Digital Image Processing

James T. Wilkes, Associate Professor

Ph.D., Duke University

Scientific Computing, Parallel Computing

The Department of Computer Science offers an M.S. degree in Computer Science. The Computer Science M.S. program is for students who would like to advance beyond the undergraduate level of professional competence or to prepare for future doctoral study. The curriculum includes a balance between theory and applications and is built around a core of required courses in the basic areas of computer science. Through an appropriate selection of elective courses and thesis topics, students may choose either a theory emphasis or an applications emphasis. The program can normally be completed in two years with the appropriate undergraduate education or work experience.

MASTER OF SCIENCE IN COMPUTER SCIENCE

Major Code: 224A/11.0701

Prerequisites:

Baccalaureate degree from an accredited college or university.

Undergraduate course work in the following:

- Advanced programming in a high-level language
- Discrete mathematics
- Introductory theoretical computer science
- Data structures
- Assembly language
- Computer architecture
- Calculus (two semesters)
- Matrix or linear algebra
- Calculus-based probability and/or statistics.

Basic Criteria for Consideration:

Cumulative Undergraduate GPA: > 2.75

GPA in related course work (including prerequisite courses and courses equivalent to a computer science major at Appalachian): > 3.0

GRE Verbal + GRE Quantitative = > 1050

Other Criteria for All Applicants:

Three recommendations

Deadline: 1 July for Fall/ 1 November for Spring/ 1 April for Summer

Hours: 30 semester hours

Required Courses:

CS	5100	Seminar in Computer Science	1
CS	5110	Design and Analysis of Algorithms	3
CS	5483	Computer Architecture	3
CS	5520	Operating Systems	4
CS	5666	Software Engineering	3
CS	5999	Thesis	4-6
		SUBTOTAL HOURS	18-20

Approved Computer Science Electives (5000 level or above)	10-12
SUBTOTAL HOURS	10-12
TOTAL HOURS	30

Thesis: Required**Proficiency:** None required**Comprehensive:** A written comprehensive examination on the required courses (except CS 5100) and an oral defense of the thesis are required.**Product of Learning:** None required**Capstone/Capstone Experience:** None required**Seminar:** CS 5100, Seminar in Computer Science is required.

(For an explanation of the course prefixes used in the following list of courses, see the index.)

COMPUTER SCIENCE (CS)**CS 5100. Seminar in Computer Science/(1).F.**

Discussion and presentation of current topics in computer science. Each student will make oral and written reports on the results of research conducted on an instructor approved topic. Prerequisite: graduate status in computer science.

CS 5110. Design and Analysis of Algorithms/(3).F.

Algorithmic paradigms, worst-case and average-case analysis, recurrence relations, lower bounds, classes of P and NP, and NP-complete problems. Applications including sorting, searching, dynamic structures, set algorithms, graph algorithms, randomized algorithms, and pattern matching. Prerequisite: CS 3460.

CS 5120. Applications of Graph Theory and Combinatorics/(3).S.Odd-numbered years.

Basic concepts of graph theory and combinatorics as they are applied in computer science, including such topics as connectivity, colorability, planarity, distribution of distinct and nondistinct objects, generating functions and recursion, partitions, Latin squares, and block designs. Prerequisite: CS 3460.

CS 5310. Numerical Analysis With Computer Applications/(3).F.On Demand.

A study of methods of solving systems of linear and non-linear equations, differential equations and numerical integrations with emphasis on convergence properties and error analysis. Prerequisites: linear algebra, real variables, computer programming (CS 1400 or CS 1440). Corequisite: MAT 5610. (Same as MAT 5310.)

CS 5440. Topics in Artificial Intelligence/(3).F.Odd-numbered years.

This course will cover such topics as natural language processing, automated theorem-provers, expert system shells, and machine learning. Student projects will involve advanced logic programming techniques. Prerequisite: CS 4440.

CS 5450. Computer Networking/(3).S.Even-numbered years.

Computer network architectures and protocols. The OSI model. Specification, modeling, analysis, and implementation of protocols. Prerequisite: CS 4450.

CS 5465. Advanced Computer Graphics/(3).F.Odd-numbered years.

Review of 2D coordinate systems, primitives and transformations. Anti-aliasing. Theory of light. Color models. Homogeneous coordinates and perspective transformations. Curve and surface representation. Solid modeling. Reflection and refraction. Image rendering. Visualization and 4D computer graphics. Parallel computer graphics hardware and algorithms. Prerequisite: CS 4465.

CS 5483. Computer Architecture/(3).S.

An in-depth study of current concepts in computer architecture, including such topics as concurrent execution, parallel architectures, RISC architectures, pipelined and array processors, data-flow machines, and special purpose processors. Prerequisite: CS 3482.

CS 5500. Independent Study/(1-3).F;S.

Individual students study topics of interest under the direction of a faculty member. Prerequisite: 12 hours of graduate credit in computer science.

CS 5520. Operating Systems/(4).S.

Study in depth of the various parts of operating systems including schedulers, memory management, interrupt handling and time sharing. Lecture three hours, laboratory three hours. Prerequisites: CS 3482, STT 2810 or STT 4250. [Dual-listed with CS 4520.]

CS 5525. Database Implementation/(3).S. Odd-numbered years.

An advanced database course covering topics related to database implementation. Topics include disk organization, file structures, file indexing structures such as B-trees, query operations and optimization, transaction processing, concurrency control, recovery techniques, and security. Prerequisites: CS 3430 and CS 3460. [Dual-listed with CS 4525.]

CS 5530-5549. Selected Topics in Computer Science/(1-4).On Demand.

Topics of current interest in computer science not covered in existing courses. May be repeated for credit when content does not duplicate. Prerequisite: permission of the instructor.

CS 5550. Theoretical Computer Science/(3).S.Even-numbered years.

A rigorous treatment of some theoretical aspects of computer science including formal definition of the notion of an algorithm, abstract machines, and formal grammars. Prerequisite: CS 2490. [Dual-listed with CS 4550.]

CS 5560. Advanced Operating Systems/(3).F.Even-numbered years.

Principles of operating system design applied to state of the art computing environments such as object-oriented systems, multiprocessors, and distributed systems. Prerequisite: CS 5520.

CS 5569. Human-Computer Interfaces/(3).S.Even-numbered years.

This course covers topics related to the design and evaluation of human-computer interfaces (HCI). Topics include: understanding the user audience, HCI architectures, design issues related to various interface components, measuring HCI usability, incorporating HCI design into system development, and social issues. Students are required to complete a group project in HCI presented in written form and orally to the class. Prerequisite: permission of the instructor. [Dual-listed with CS 4570.]

CS 5570. Design and Analysis of User Interfaces/(3).F.Even-numbered years.

This course covers systematic methods for design, development, testing and evaluation of human-computer interfaces (HCI). Students are required to apply these concepts to a specific HCI problem. Current research topics in HCI are discussed. Prerequisite: CS 5569.

CS 5620. Real-time Systems/(4).S.Odd-numbered years.

Real-time hardware and software. Data acquisition and data reduction. Real-time algorithms and data structures. Advanced programming topics including buffering, input-output, and interrupts. Lecture three hours, laboratory three hours. Prerequisite: CS 3482. [Dual-listed with CS 4620.]

CS 5630. Programming Language Translation/(4).F.

Techniques for the translation of programming languages into machine or assembly language. Each student will participate in the writing of a compiler. Lecture three hours, laboratory three hours. Prerequisites: CS 3482 and CS 3490. [Dual-listed with CS 4630.]

CS 5666. Software Engineering/(3).F.

Methodical development of large software systems. Topics include: models, project life cycle, requirements and specification, structure charts and design criteria, incremental implementation, software metrics. Use of module and source code management, symbolic debugging, and project planning software. Students will participate in the realization of both group and individual software systems. Prerequisite: CS 3481. [Dual-listed with CS 4667.]

CS 5667. Advanced Software Engineering/(3).S.Odd-numbered years.

Review of the system life cycle. Software metrics. System engineering. Analysis and system specification. Object-oriented modeling. Computer-aided software engineering (CASE). Verification, validation and formal specification. Both individual and group projects are required. Prerequisite: CS 5666.

CS 5730. Object-Oriented Design and Programming/(3).S.Even-numbered years.

A study of the factors involved in creating object-oriented programs, including object structure, behavior and implementation. Comparison of contemporary object-oriented programming languages. Prerequisite: CS 3460. [Dual-listed with CS 4730.]

CS 5989. Graduate Research/(1-9).F;S.

This course is designed to provide access to University facilities for continuing graduate research at the master's and specialist's levels. Graded on an S/U basis. CS 5989 does not count toward a degree.

CS 5990. Numerical Linear Algebra/(3).S.On Demand.

Methods for solving systems of linear equations with an emphasis on large, sparse systems. LU factorization including storage schemes, graph theory, ordering algorithms, and block factorization. Iterative methods including Jacobi, SOR, and conjugate gradient. Eigenvalue methods including power method, QR factorization, and Lanczos methods. Parallel matrix computations. Prerequisite: MAT 4310. (Same as MAT 5390.) [Dual-listed with CS 4990.]

CS 5999. Thesis/(4-6).F;S.

Prerequisite: departmental approval. Graded on an S/U basis.

Department of Curriculum and Instruction

Michael G. Jacobson, Chair and Professor

Ph.D., Michigan State University

Social Studies Education

Lynne A. Bercaw, Assistant Professor

Ph.D., Vanderbilt University

Elementary Education

Donna Breitenstein, Professor

Ed.D., University of Tennessee at Knoxville

Health Education

Ann-Marie Clark, Assistant Professor

Ph.D., University of Illinois at Urbana-Champaign

Early Childhood, Gifted and Environmental Education

Susan A. Colby, Assistant Professor

Ed.D., East Carolina University

Educational Leadership

David M. Considine, Professor

Ph.D., University of Wisconsin at Madison

Media Studies

Jeffrey O. Fletcher, Associate Professor

Ed.D., Auburn University

Instructional Technology

Tracy Goodson-Espy, Associate Professor

Ed.D., Vanderbilt University

Mathematics Education

Melanie W. Greene, Associate Professor

Ed.D., East Tennessee State University

Elementary and Middle Grades Education

Eric C. Groce, Assistant Professor

Ph.D., Texas A&M University

Educational Psychology

Julie K. Horton, Assistant Professor

Ph.D., New Mexico State University

Elementary Education, Diversity

Alecia Youngblood Jackson, Assistant Professor

Ph.D., University of Georgia

Language Education

John J. Janowiak, Professor

Ph.D., University of Oregon, Eugene

Health Education

Doris M. Jenkins, Associate Dean of the Reich College of Education and Professor

Ph.D., University of South Carolina

Elementary and Middle Grades Education, Educational Leadership

Cheryl S. Knight, Professor

Ph.D., The University of North Carolina at Chapel Hill

Social Studies Education

R. Kathleen Lynch-Davis, Assistant Professor

Ph.D., Indiana University

Mathematics Education

Claire Z. Mamola, Professor

Ed.D., University of North Carolina at Greensboro

Social Studies Education

Patricia R. McCarthy, Assistant Professor

Ph.D., University of North Carolina at Greensboro

Business Education

C. Kenneth McEwin, Jr., Professor

Ed.D., North Texas State University

Middle Grades Education, Supervision

Roberto Muffoletto, Professor

Ph.D., University of Wisconsin at Madison

Educational Technology

Joseph R. Murphy, Professor

M.A., University of Texas at Austin

Radio, Television, Film

Sandra F. Oldendorf, Associate Professor

Ed.D., University of Kentucky

Elementary Education, Social Studies

Linda C. Pacifici, Associate Professor

Ph.D., Virginia Polytechnic Institute and State University

Elementary Education

Pamela W. Schram, Professor

Ph.D., Michigan State University

Mathematics Education

Tracy W. Smith, Assistant Professor

Ph.D., University of North Carolina at Greensboro

Middle Grades Education

Charlene W. Sox, Professor

Ph.D., University of South Carolina

Business Education

Sara O. Zimmerman, Professor

Ph.D., University of Kansas

Elementary Education, Educational Leadership

The Department of Curriculum and Instruction offers the following graduate degree programs:

- (1) Master of Arts, Curriculum Specialist (Major Code: 416A/13.0301)[T]
- (2) Master of Arts in Educational Media (Major Code: 434*/13.0501), with three concentrations:
 - (a) Instructional Technology Specialist/Media Literacy (434G)
 - (b) Instructional Technology Specialist/Media Production (434F)
 - (c) Instructional Technology Specialist/New Media and Global Education (434H)

Note: Two additional Instructional Technology Specialist concentrations are offered through the Department of Leadership and Educational Studies. Please refer to that departmental section in this catalog for information on the following concentrations:

- (a) Instructional Technology Specialist/Computers (437D)[T]
- (b) Instructional Technology Specialist/Computers, General (437E)

- (3) Master of Arts in Elementary Education (Major Code: 422A/13.1202)[T]
- (4) Master of Arts in Middle Grades Education (Major Code: 472*/13.1203)[T], with four concentrations:
 - (a) Language Arts (472B)[T]
 - (b) Mathematics (472C)[T]
 - (c) Science (472D)[T]
 - (d) Social Studies (472E)[T]

The Departments of Family and Consumer Sciences; Curriculum and Instruction; and Language, Reading and Exceptionalities cooperate to offer the M.A. degree in Child Development: Birth-Kindergarten (548*/13.1209) with three concentrations: (1) Administration (548C); (2) Allied Personnel (548D); and (3) Teaching (548B)[T]. The degree is conferred by the Department of Family and Consumer Sciences. See the Department of Family and Consumer Sciences for a detailed program of study.

Graduate courses leading to Advanced licensure in the various fields of instruction in the secondary school (grades 9-12) and K-12 are provided.

GRADUATE CERTIFICATE IN EDUCATIONAL MEDIA INSTRUCTIONAL TECHNOLOGY:**WEB-BASED DISTANCE LEARNING**

The Department of Curriculum and Instruction offers a graduate certificate in Educational Media Instructional Technology: Web-Based Distance Learning (419A/13.0501). For more information, contact the Cratis D. Williams Graduate School at (828) 262-2130, or visit our website at www.graduate.appstate.edu.

GRADUATE CERTIFICATE IN MEDIA LITERACY

The Department of Curriculum and Instruction offers a graduate certificate in Media Literacy (424A/13.0501). For more information, contact the Cratis D. Williams Graduate School at (828) 262-2130, or visit our website at www.graduate.appstate.edu.

MASTER OF ARTS, CURRICULUM SPECIALIST+

Major Code: 416A/13.0301 [T]

The program seeks to prepare Curriculum-Instructional Specialists who demonstrate a knowledge of:

1. The purposes and roles of schooling;
2. The basic structure, organization and philosophical theories of school supervision;
3. Principles of management and supervision;
4. Principles and practices of personnel performance appraisal;
5. Educational planning in relation to design, implementation, and evaluation of instructional systems;
6. Leadership roles and responsibilities;
7. The key role of human relations in instructional leadership;
8. Leadership in the effective utilization of knowledge generated by specialists in improving instructional programs;
9. Effective supervisory practices; and,
10. Curriculum planning and development.

The program also seeks to prepare candidates who demonstrate their abilities to:

1. Provide leadership in the implementation of instructional programs;
2. Work harmoniously and effectively with people from a wide variety of backgrounds;
3. Employ sound planning practices; and
4. Provide instructional leadership in a variety of settings while assisting teachers, administrators and other professional personnel.

Prerequisites:

Baccalaureate degree from an accredited college or university.

North Carolina "A" license or the equivalent from another state.

Basic Criteria for Consideration:

GPA of 3.0 or higher in the last 60 hours of undergraduate work and official GRE scores from ETS or official MAT scores from The Psychological Corporation.

OR

Cumulative GPA or last-60-hours GPA below 3.0 but at least 2.7, and 1) official MAT score of 349, 2) official GRE Verbal plus Quantitative score of 800, or 3) GRE Writing score of 3.5 or higher in combination with GREV or GREQ of 400.

Other Criteria for All Applicants:

Three recommendations.

Deadline: 1 July for Fall/ 1 November for Spring/ 1 April for Summer

Hours: 39 semester hours

+Advanced Licensure: Requirements for this degree were designed, and have been approved by the appropriate bodies at the state level, to meet the advanced competencies as mandated in the North Carolina Excellent Schools Act for Master-level teacher education programs.

Required Courses:

CI 5040/FDN 5040/RE 5040/SPE 5040 Teacher as Researcher	3
OR	
FDN 5560 Classroom Assessment	3
CI 5045/SPE 5045 Advanced Topics in Diversity	3
CI 5050 Supervision of Instruction	3
CI 5055 Connecting Learners and Subject Matter	3
CI 5060 Curriculum Planning	3
CI 5525 Product of Learning	1-3
CI 5585/LHE 5585 Teacher Leadership and School Improvement	3
CI 5630 Instructional Technology	3
OR	
FDN 5220 Computers in Educational Settings	3
CI 5591 Advanced Curriculum Design in Elementary Education	3
OR	
CI 5850 Middle School Curriculum	3
OR	
Other Approved Curriculum Class (5000 level or above)	3
CI 5900 Internship/Practicum	3
OR	
LHE 5900 School Administration and Supervision Internship	3
FDN 5000 Research Methods	3
LHE 5010 Public School Administration	3
SUBTOTAL HOURS	34-36

Electives: (3-5 s.h.)

Elective courses (5000 level or above) to be selected with the advice and approval of the graduate advisor.

SUBTOTAL HOURS	3-5
TOTAL HOURS	39

Thesis: None required

Proficiency: None required

Comprehensive: None required

Product of Learning: Required

Capstone/Capstone Experience: Product of Learning

Seminar: None required

MASTER OF ARTS IN EDUCATIONAL MEDIA

The Master of Arts in Educational Media is an interdepartmental program in the Department of Curriculum and Instruction and the Department of Leadership and Educational Studies which provides an innovative blend of learning opportunities in the design, production, application, and evaluation of a broad range of technology and media. Students are encouraged to pursue work in both traditional and emerging technologies related to all aspects of educational media. Graduates of the program will be prepared to assume leadership roles in various fields of media and technology.

The program offers a choice of five concentrations: Instructional Technology Specialist/Computers (437D)[T], Instructional Technology Specialist/Computers, General (437E), Instructional Technology Specialist/Media Literacy (434G), Instructional Technology Specialist/Media Production (434F), and Instructional Technology Specialist/New Media and Global Education (434H). The range of possibilities for students in these concentrations includes the study of multimedia systems, educational computing, video production, photography, digital image acquisition and manipulation, as well as media literacy, instructional design and telecommunications systems. The Instructional Technology Specialist/Computers concentration (437D)[T] offers North Carolina Advanced Licensure in Computers (077).

A NC endorsement (079) based on eighteen semester hours of appropriate credit in computer education (no licensure is issued in computer education) is available through the Department of Leadership and Educational Studies. This endorsement is limited to teaching assignments and can only be added to existing teaching areas. Unlike most other endorsements, it is not limited to less than half-time teaching assignments, and it can be issued at the graduate level if the licensure holder has earned the Master of Arts in Educational Media (437*/13.0501) with a concentration in Instructional Technology Specialist/Computers (437D)[T].

MASTER OF ARTS IN EDUCATIONAL MEDIA

Major Code: 434*/13.0501

Concentration: Instructional Technology Specialist/Media Literacy (434G)

This concentration develops the technical and intellectual skills to successfully utilize and critique traditional and emerging mass media formats and information technologies. Particular emphasis is placed upon the impact and influence of media content and format on school and society, students and citizens. Attention is also given to issues of media ownership and media audiences. Graduates of the program will be prepared to foster media literacy initiatives, projects and curriculum development in a variety of educational settings. This concentration does not lead to North Carolina licensure.

Prerequisites:

Baccalaureate degree from an accredited college or university.

The Media Literacy concentration requires basic media production and analysis experience.

Basic Criteria for Consideration:

GPA of 3.0 or higher in the last 60 hours of undergraduate work and official GRE scores from ETS or official MAT scores from The Psychological Corporation.

OR

Cumulative GPA or last-60-hours GPA below 3.0 but at least 2.7, and 1) official MAT score of 349, 2) official GRE Verbal plus Quantitative score of 800, or 3) GRE Writing score of 3.5 or higher in combination with GREV or GREQ of 400.

Other Criteria for All Applicants:

Three recommendations.

Deadline: 1 July for Fall/ 1 November for Spring/ 1 April for Summer

Hours: 36 semester hours

Required Core Courses:

CI	5630	Instructional Technology	3
FDN	5000	Research Methods	3
FDN	5220	Computers in Educational Settings	3
SUBTOTAL HOURS			9

Required Concentration Courses:

CI	5635	Media Literacy and Curriculum Development	3
CI	5830	Media Literacy	3
CI	5940	Media: Image and Influence	3
SUBTOTAL HOURS			9

Students must take a minimum of 6 and a maximum of 12 hours of design and production classes. These courses can be selected from the following or they may include courses in another department or college approved by the concentration committee:

CI	5200	Multi-Media/Image Production	3
CI	5552	Advanced Video Production	3
CI	5642	Intro to Web Page Design and Development for Education	3
CI	5770	Intermediate Photography and Digital Imaging	3
SUBTOTAL HOURS			6-12

Thesis, Portfolio, or Project: (3-6 s.h.)

Serving as a culminating experience, students may opt to distill the essence of media literacy in a thesis (CI 5999), a portfolio (CI 5xxx), or a media production project* under the supervision of a faculty advisor. (*Students may not use 5989 for this purpose.)

SUBTOTAL HOURS	3-6
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Electives:

Students may take up to 9 hours of media-related courses, including selected topics, from outside of the department or college as approved by the concentration committee. These include but are not restricted to:

CI	5950	Non-fiction Film and Video	3
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ENG	5530	Hollywood Appalachia	3
ENG	5640	Cultural Studies	3
ENG	5650	Gender Studies	3
		SUBTOTAL HOURS	0-9
		TOTAL HOURS	36

Thesis: Optional

Proficiency: None required

Comprehensive: Oral and/or Portfolio Review

Product of Learning: None required

Capstone/Capstone Experience: None required

Seminar: None required

MASTER OF ARTS IN EDUCATIONAL MEDIA

Major Code: 434*/13.0501

Concentration: Instructional Technology Specialist/Media Production (434F)

This concentration offers students opportunities to gain knowledge and skills in the design, production, and evaluation of educational/instructional media appropriate for application in a variety of employment contexts including business, industry and education. Emphasis is placed upon hands-on design and production of media and technology that will effectively meet communication needs in the teaching/training process. The area's theoretical base fuses the field of instructional technology with mass media research to provide a holistic perspective on the role of media and technology in American society. This concentration does not lead to North Carolina licensure.

Prerequisite: Baccalaureate degree from an accredited college or university.

Basic Criteria for Consideration:

GPA of 3.0 or higher in the last 60 hours of undergraduate work and official GRE scores from ETS or official MAT scores from The Psychological Corporation.

OR

Cumulative GPA or last-60-hours GPA below 3.0 but at least 2.7, and 1) official MAT score of 349, 2) official GRE Verbal plus Quantitative score of 800, or 3) GRE Writing score of 3.5 or higher in combination with GREV or GREQ of 400.

Other Criteria for All Applicants:

Three recommendations.

Deadline: 1 July for Fall/ 1 November for Spring/ 1 April for Summer

Hours: 36 semester hours

Required Core Courses:

CI	5630	Instructional Technology	3
FDN	5000	Research Methods	3
FDN	5220	Computers in Educational Settings	3
		SUBTOTAL HOURS	9

*Required Concentration Courses: (27 s.h.)

The 27 semester hours (5000 level or above) of graduate study will be developed with the advice and approval of the graduate advisor, and includes 18 semester hours in media production and 9 semester hours of electives.

*Students must meet with the graduate advisor upon acceptance into the program and before registering for courses. A program of study must be developed near the beginning of the program with the advice and approval of the graduate advisor and the departmental chair.

SUBTOTAL HOURS 27

TOTAL HOURS 36

Thesis: None required

Proficiency: None required

Comprehensive: Oral and/or Portfolio Review

Product of Learning: None required

Capstone/Capstone Experience: None required

Seminar: None required

MASTER OF ARTS IN EDUCATIONAL MEDIA

Major Code: 434*/13.0501

Concentration: Instructional Technology Specialist/New Media and Global Education (434H)

This concentration offers students the opportunity to gain technical, aesthetic, and intellectual skills and perspectives to analyze and develop online environments utilizing the new media. The program of study engages the learner in constructivist learning environments and global learning communities. Emphasis is placed upon cultural diversity and the analysis of new media environments from a global perspective. Particular emphasis is placed upon the analysis of new media in light of educational, cultural and social forces within a digital global network. This concentration does not lead to North Carolina Licensure.

The program seeks to develop creative professionals who:

1. Have developed a conceptual and functional understanding of new media, the Internet and global education as it relates to its emerging role in education, training, and faculty/staff development;
2. Have developed production skills in the development of Internet resources and distance education programs;
3. Are skilled in the instructional design process;
4. Are sensitive and aware of various cultural and pedagogical issues related to the Internet, education, training, and globalization;
5. Provide leadership to educational environments concerning the new media and global education at all levels; and
6. Have a theoretical grounding for educational technology and its history and role in education.

Prerequisites:

A baccalaureate degree from an accredited college or university is required (or an equivalent degree for international students). Students are expected to have basic computer and telecommunication skills. International students should contact the program advisor prior to applying to the program.

Basic Criteria for Consideration:

GPA of 3.0 or higher in the last 60 hours of undergraduate work and official GRE scores from ETS or official MAT scores from The Psychological Corporation.

OR

Cumulative GPA or last-60-hours GPA below 3.0 but at least 2.7, and 1) official MAT score of 349, 2) official GRE Verbal plus Quantitative score of 800, or 3) GRE Writing score of 3.5 or higher in combination with GREV or GREQ of 400.

Other Criteria for All Applicants:

Three recommendations.

Deadline: 1 July for Fall/ 1 November for Spring/ 1 April for Summer

Hours: 36 semester hours

Required Core Courses:

CI	5630	Instructional Technology	3
FDN	5000	Research Methods	3
FDN	5220	Computers in Educational Settings	3
SUBTOTAL HOURS			9

Required Concentration Courses:

CI	5200	Multi-Media/Image Production.....	3
CI	5636	Emerging Issues and Trends in Media and Technology	3
CI	5642	Intro to Web Page Design and Development for Education	3
CI	5643	Advanced Production and Portfolio	3
SUBTOTAL HOURS			12

Electives:

Students may take up to 15 s.h. of electives, including selected topics, as approved by the faculty advisor. These may include, but are not restricted to:

CI	5636	Emerging Issues and Trends in Media and Technology	3-6
CI	5830	Media Literacy	3
CI	5921	Instructional Design	3
Other elective(s) (5000 level or above) as approved by the faculty advisor			3-6
		SUBTOTAL HOURS	15
		TOTAL HOURS	36

Thesis: None required

Proficiency: English is required.

Comprehensive: Oral and/or Portfolio Review

Product of Learning: None required

Capstone/Capstone Experience: None required

Seminar: None required

MASTER OF ARTS IN ELEMENTARY EDUCATION+

Major Code: 422A/13.1202 [T]

Students in the program will demonstrate their ability to:

1. Explain the theoretical and philosophical bases for educational practices as they relate to the elementary school curriculum, and the interrelationships of subjects.
2. Understand the nature of the elementary school-age learner in relation to the learning and evaluation process.
3. Utilize research techniques in the design and implementation of curricula and activities in classroom settings.
4. Concentrate in one or more of the instructional areas of the elementary school curriculum.
5. Make critical decisions by synthesizing information relative to the development of appropriate living/learning environments for children enrolled in elementary education.
6. Identify major movements, issues and trends impacting elementary education, including multicultural education, technology, students with special needs, and parent involvement.

Prerequisites:

Baccalaureate degree from an accredited college or university. North Carolina "A" license or the equivalent from another state.

Basic Criteria for Consideration:

GPA of 3.0 or higher in the last 60 hours of undergraduate work and official GRE scores from ETS or official MAT scores from The Psychological Corporation.

OR

Cumulative GPA or last-60-hours GPA below 3.0 but at least 2.7, and 1) official MAT score of 349, 2) official GRE Verbal plus Quantitative score of 800, or 3) GRE Writing score of 3.5 or higher in combination with GREQ or GREV of 400.

Other Criteria for All Applicants:

Three recommendations.

Deadline: 1 July for Fall/ 1 November for Spring/ 1 April for Summer

Hours: 39 semester hours

+Advanced Licensure: Requirements for this degree were designed, and have been approved by the appropriate bodies at the state level, to meet the advanced competencies as mandated in the North Carolina Excellent Schools Act for Master-level teacher education programs.

Required Courses:

CI 5045/SPE 5045	Advanced Topics in Diversity	3
CI 5055	Connecting Learners and Subject Matter	3
CI 5130	Recent Trends and Issues in Education	2
CI 5525	Product of Learning	1
CI 5585/LHE 5585	Teacher Leadership and School Improvement	3
CI 5591	Advanced Curriculum Design in Elementary Education	3
CI 5592	Elementary Education Teaching Strategies	3
CI 5980	Special Topics in Elementary Education	1-6

CI 5040/FDN 5040/RE 5040/SPE 5040 Teacher as Researcher	3	
OR		
FDN 5000 Research Methods	3	
OR		
FDN 5560 Classroom Assessment	3	
CI	5630 Instructional Technology	3
OR		
FDN 5220 Computers in Educational Settings	3	
FDN	5840 Social and Philosophical Foundations of Education.....	3
OR		
PSY 5555 Advanced Educational Psychology	3	
	SUBTOTAL HOURS	28-33

Teaching Field Courses: (6 s.h.)

Courses (5000 level or above) are selected with the advice and approval of the academic advisor from the areas of the arts, humanities, mathematics, social sciences, natural sciences, and reading.

SUBTOTAL HOURS	6
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Electives: (0-5 s.h.)

Elective courses (5000 level or above) to be selected with the advice and approval of the graduate advisor.

SUBTOTAL HOURS	0-5
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TOTAL HOURS	39
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Thesis: None required

Proficiency: None required

Comprehensive: None required

Product of Learning: Required

Capstone/Capstone Experience: Product of Learning

Seminar: None required

NOTE: Students without grades K-6 student teaching or teaching experience in grades K-6 must take CI 5900 Internship/Practicum (3 s.h.). This may result in the total number of hours exceeding 39 s.h.

MASTER OF ARTS IN MIDDLE GRADES EDUCATION+

Major Code: 472*/13.1203 [T]

Concentrations: Language Arts (472B)[T]
Mathematics (472C)[T]
Science (472D)[T]
Social Studies (472E)[T]

The program seeks to prepare teachers who:

1. Are knowledgeable about the developmental characteristics of young adolescents and are able to conceptualize and apply that knowledge in the classroom;
2. Are knowledgeable about at least one subject area;
3. Possess a clear, research-based knowledge of developmentally responsive instruction and schooling;
4. Have the specialized skills and knowledge needed to provide middle grades students with effective instruction; and,
5. Demonstrate a dedication to middle grades education based on an accurate middle grades knowledge base.

Prerequisites:

Baccalaureate degree from an accredited college or university. North Carolina "A" license or the equivalent from another state.

Basic Criteria for Consideration:

GPA of 3.0 or higher in the last 60 hours of undergraduate work and official GRE scores from ETS or official MAT scores from The Psychological Corporation.

OR

Cumulative GPA or last-60-hours GPA below 3.0 but at least 2.7, and 1) official MAT score of 349, 2) official GRE Verbal plus Quantitative score of 800, or 3) GRE Writing score of 3.5 or higher in combination with GREV or GREQ of 400.

Other Criteria for All Applicants:

Three recommendations.

Deadline: 1 July for Fall/ 1 November for Spring/ 1 April for Summer

Hours: 39 semester hours

+Advanced Licensure: Requirements for this degree were designed, and have been approved by the appropriate bodies at the state level, to meet the advanced competencies as mandated in the North Carolina Excellent Schools Act for Master-level teacher education programs.

Required Courses:

CI 5045/SPE 5045	Advanced Topics in Diversity	3
CI 5055	Connecting Learners and Subject Matter	3
CI 5525	Product of Learning	1-3
CI 5585/LHE 5585	Teacher Leadership and School Improvement	3
CI 5600	Middle School Philosophy and Organization	3
CI 5750	Teaching Young Adolescents	3
CI 5850	Middle School Curriculum	3
CI 5040/FDN 5040/RE 5040/SPE 5040 Teacher as Researcher		3
OR		
FDN 5000	Research Methods	3
OR		
FDN 5560	Classroom Assessment	3
CI 5630	Instructional Technology	3
OR		
FDN 5220	Computers in Educational Settings	3
SUBTOTAL HOURS		25-27

Academic Concentration Courses: (11-12 s.h.)

Courses (5000 level or above) are selected with the advice and approval of the academic advisor from ONE of the following concentrations: Language Arts (472B)[T], Mathematics (472C)[T], Science (472D)[T] or Social Studies (472E)[T].

SUBTOTAL HOURS **11-12**

Electives: (0-3 s.h.)

Elective courses (5000 level or above) to be selected with the advice and approval of the academic advisor.

SUBTOTAL HOURS **0-3**

TOTAL HOURS **39**

Thesis: None required

Proficiency: None required

Comprehensive: None required

Product of Learning: Required

Capstone/Capstone Experience: Product of Learning

Seminar: None required

NOTE: Students without teaching experience in the middle grades must successfully complete an internship by taking CI 5900, Internship/Practicum (3 s.h.). This may result in the total number of hours exceeding 39 s.h.

SECONDARY SCHOOL TEACHING (9-12) AND K-12 SCHOOL TEACHER [Master's (M) Level Licensure]

Majors available to secondary teachers are: English; History; Library Science; Mathematics; Music; Romance Languages, French; Romance Languages, Spanish; *Social Science; and Technology Education. For required courses in the academic field, see the appropriate department description.

*See the Social Science section of the catalog and/or the department in which the area of concentration is offered.

(For an explanation of the course prefixes used in the following lists of courses, see the index.)

BUSINESS EDUCATION (BE)

BE 5510. Office Management/(3).F.

Study of the responsibilities, problems and duties of the office manager approached from a management viewpoint; study made in managing the modern office from both a traditional and computerized office systems approaches; study of administering systems and procedures in office work and expansion of knowledge and techniques used to reduce and control office costs. [Dual-listed with BE 4510.]

BE 5555. Advanced Methods in Teaching Business and Marketing Subjects/(3).F.

This course provides students advanced methodology and classroom strategies in business and marketing education. It places emphasis on current issues such as: best pedagogical practices for business and marketing subjects taught within the school setting, emerging learning environments in which all learners can be successful, authentic assessment appropriate to diverse learners, use of technology to enhance teaching and learning, innovative teaching strategies to design and modify instruction.

BE 5565. Curriculum Development in Business and Marketing Education/(3).S.

This course provides students with understanding of principles for curriculum design, development, and implementation in business and marketing education. The content focuses on contemporary curriculum design and implementation strategies, a discussion of curriculum development for school-to-work transition, formulation of specific curriculum goals and objectives, identification and selection of relevant curriculum materials, and systematic assessment of the business and marketing education curriculum.

BE 5575. Analysis of Teaching Practices in Business and Marketing Education/(2).F.

This course provides students with an opportunity to conduct an original and unique action research project in an educational setting. Students will examine interactions in the classroom through in-depth observation and analysis of teaching practices, conduct a survey of literature, and apply action research methodology in workforce development areas such as business and marketing education.

BE 5650. Information Processing Applications for Business and Education Professionals/(3).F.

In this course, electronic office systems and equipment from an end-user perspective are explored. The course includes work in a variety of information processing applications such as word processing, spreadsheets, databases, presentation software, graphics, electronic mail, Internet applications, web page design, and integrated projects. Prerequisite: introductory data processing/computer course. [Dual-listed with BE 4650.]

BE 5660. Classroom Management and Assessment/(2-3).F.

This course provides opportunities for students to understand performance assessment and classroom management strategies needed to teach business and marketing education courses in public schools. Specifically, the course places emphasis in the following areas: multiple assessment strategies, making classroom management decisions and taking action, and documenting and communicating these actions. [Dual-listed with BE 4660.]

BE 5810. Seminar/(3).On Demand.

[Dual-listed with BE 4810.]

BE 5850. Management of Occupational Education Youth Organizations/(3).S.

A study of how to organize and administer youth organization in occupational business and marketing education for teachers in order to establish an excellent learning situation. [Dual-listed with BE 4850.]

CURRICULUM AND INSTRUCTION (CI)

CI 5040. Teacher as Researcher/(3).F;S.

This course provides an opportunity for practitioners to explore, using systematic observations and reflection, an area of interest in their professional practice. Teachers will research and solve specific problems in educational settings. The ultimate goal is that the inquiry conducted by the student should lead to an improvement in practice and to an increased understanding of the issues, both theoretical and practical, that arise in the course of conducting research. (Same as FDN 5040/RE 5040/SPE 5040.)

CI 5045. Advanced Topics in Diversity/(3).F;S.

A framework of theories on diversity and multicultural issues is constructed in this course. From these theories, practical applications will be derived. Research focusing on creating productive and equitable learning environments, on best practices collaboration, and on instructional accommodations and modifications will be examined. (Same as SPE 5045.)

CI 5050. Supervision of Instruction/(2-3).S.

A study of the nature and function of supervision, recent trends, teacher involvement in policy formation, the organization and techniques used in supervision.

CI 5055. Connecting Learners and Subject Matter/(3).F;S.

This course connects the examination of curriculum foundations and models of the school learner and educational goals with an intense study of research-based, exemplary instructional strategies focused on learning and achievement. Primary focus is on: 1) organizing, implementing, and evaluating school curriculum; 2) implementing, reflecting on, and evaluating instructional planning; and 3) integrating technology for meaningful learning.

CI 5060. Curriculum Planning/(2-3).F;S.

A study of principles, effective practices, and techniques appropriate for overall curriculum planning.

CI 5111. Advanced Developmental Assessment and Program Evaluation for Children/(3).F.

This course is designed to provide students with skills and knowledge in assessing the development of children, and the interests, concerns, and priorities of families. Students will collect data for the purpose of monitoring children's progress, family outcomes, and program effectiveness. (Same as FCS 5111/SPE 5111.)

CI 5112. Advanced Developmental Curriculum and Instruction for Young Children/(3).S.

This course is designed to provide students with advanced skills and knowledge in application of a research base to design, adapt and evaluate curriculum and environments suitable for the integration of infants, toddlers, preschool and kindergarten children of various developmental levels and abilities in inclusive settings. (Same as FCS 5112/SPE 5112.)

CI 5113. Seminar: Issues in Birth through Kindergarten Education/(3).F.

This seminar is designed to build leadership skills to enable the student to consult and collaborate with other professionals. It will

permit the development of depth and breadth in professional growth as well, and provide the foundation for life-long learning for the advancement of knowledge in the field of early childhood education and early intervention. (Same as FCS 5113/SPE 5113.)

CI 5130. Recent Trends and Issues in Education/(2).F;S.

This course is designed to assist participants in becoming familiar with significant trends and issues in education. Participants will study current educational research and discuss and assess the implications of both trends and research for classroom teaching. The course includes a comparative component which examines school, teachers, and ideas about teaching and learning in different parts of the world.

CI 5150. Organizing and Planning Student Teaching/(2).On Demand.

A study of the origin and development of student teaching, including present status and trends, experiences prior to student teaching, selection of schools and supervising teachers, selection and placement of student teachers.

CI 5160. Supervision of Student Teaching/(3).On Demand.

A study of general techniques of a supervising teacher, including observation, guiding student teachers in planning, orientation of student teachers, student teacher participation, and evaluation. Available as a workshop by invitation.

CI 5200. Multi-Media/Image Production/(3).On Demand.

This course offers the student opportunities to develop the cognitive, affective, and psychomotor skills necessary to plan, design, produce, and present multi-image presentations. Presentation formats range from analog and digital sound and multi-image formats to various analog and digital projection and dissemination programs.

CI 5230. Studies in Applied Instructional Strategies/(3).F.On Demand.

This course is designed for instructional leaders in K-12 buildings. It provides an intense study of research-based, exemplary practice instructional strategies focused on learning and achievement. Special emphasis is placed on the research knowledge-base for learning, cognitive instructional strategies, exemplary instructional planning, reflection and evaluation of instruction, and integrating technology for meaningful learning.

CI 5500. Independent Study/(1-3).F;S.**CI 5525. Product of Learning/(1-3).F;S.On Demand.**

Graded on an S/U basis.

CI 5530-5549. Selected Topics/(1-4).On Demand.

Subject matter may vary from term to term depending on student interest and need. A student may enroll more than once in a selected topics course provided that the content does not duplicate that of the previous course. (Limit of six hours credit.)

CI 5551. Creativity/(3).On Demand.

A course to discover activities, skills and talents in the fostering of creativity. Emphasis will be given to readings and to designing models for programming creativity in the classroom.

CI 5552. Advanced Video Production/(3).S.

In this course, each student assumes the role of a professional producer and works with a client to create a video program. Emphasis is placed on careful pre-production planning, producing with a crew, and honing the production in the editing stage by creating several drafts. Students will have the opportunity to learn how to write good proposals and scripts, make realistic budgets, select appropriate locations and make workable shooting schedules, coordinate all the activities of a production crew, establish a good working relationship with a client, and alter a program in the editing state to re-

spond to audience and client response. Prerequisite: CI 5840, or permission of the instructor.

CI 5576. Advanced Diagnostic-Prescriptive Teaching/(4).S.

Rationale, operational models, techniques used on the implementation of the diagnostic-prescriptive approach. Supervised field experiences in the actual diagnostic-prescriptive approach.

CI 5581. Advanced Curriculum Design/(3).On Demand.

The physiological and psychological basis of learning. Curriculum development for various exceptionalities and the rationale and development to meet their needs.

CI 5585. Teacher Leadership and School Improvement/(3).F;S.

This course is designed to help teachers develop an understanding of and skill in assuming leadership roles and responsibilities in their schools. Those aspects of school leadership seen as most appropriate and potentially beneficial for teacher involvement will be emphasized. Particular attention is paid to the relationships among teacher leadership, school improvement, and site-based accountability. Students will have the opportunity to acquire knowledge and skills and formulate their own approaches through both university-based classroom and site-based clinical activities. Activities such as participant-observations, shadow-studies classroom-action research, problem-based learning, case studies, survey research, and qualitative research studies can be included. Students will be expected to present tangible evidence that represents, authentically, their professional growth. (Same as LHE 5585.)

CI 5591. Advanced Curriculum Design in Elementary Education/(3).F.

An examination of curriculum foundations and models as related to understanding the nature of the elementary school learner and educational goals. Primary focus is on organizing, implementing and evaluating the elementary school curriculum. Includes investigation of recent research in elementary education as applied to curriculum and the classroom setting.

CI 5592. Elementary Education Teaching Strategies/(3).S.

The course is designed to provide an intense study of research-based strategies for use in grades K-6. Special emphasis will be placed on the knowledge base regarding instructional strategies.

CI 5600. Middle School Philosophy and Organization/(3).F.

This course provides a comprehensive study of middle school philosophy, the middle school movement, and the essential components of middle level organization and schooling. Topics included in the course are: a historical study of junior high school and middle schools, current trends and issues in middle level education, the middle level knowledge base, major organizational issues, and the future of middle level education.

CI 5630. Instructional Technology/(3).F.

The course is intended to introduce students to the field of instructional technology including its theoretical and practical components. Students are introduced to traditional and emerging electronic communication systems and equipment, and consider the application such technology may have whether in education, business or industry. Particular attention is given to the instructional design process with emphasis placed on the relationship between the inception of a program or technology and the actual instructional application and implementation of it.

CI 5635. Media Literacy and Curriculum Development/(3).F.

In this course, media literacy is placed within the traditional and emerging models of mass communication. The course includes an examination of British, Australian and Canadian approaches to media education within their respective school systems. Students

are required to develop a rationale that links media literacy to traditional and emerging goals in American education. An interdisciplinary approach is used to explore media literacy as both a revolutionary and evolutionary concept. In addition to examining media literacy as a competency or area for specific study, literacy is also addressed in terms of classroom methodology and pedagogy. American schools are analyzed in terms of the way their organizational culture and characteristics impact innovations such as media literacy. Prerequisites: CI 5830 and CI 5940.

CI 5636. Emerging Issues and Trends in Media and Technology/(3).On Demand.

Focuses on trends and developments in educational media, technology, and media literacy. Students will address contemporary issues, trends, controversies, and techniques. Topics may vary from year to year; repeatable for up to nine semester hours.

CI 5641. Media and Management/(3).S.

This course provides a broad background in management theory and practice. Emphasis is placed on how to manage media effectively and efficiently within an organizational context (school, industry, etc.) with particular attention given to the utilization of resources including personnel, budget, hardware, and the work environment. Strategies are discussed that enable media to be effectively utilized in order to solve training and corporate communication problems.

CI 5642. Introduction to Web Page Design and Development for Education/(3).F;S.

This course introduces the student to a range of digital tools for the design and production of web based education and information design. This class includes web page development and design, digital graphics, visual design, animation, and issues concerning information design, service, site management and a review of current research on effective instructional design for web based learning environments.

CI 5643. Advanced Production and Portfolio/(3).On Demand.

This is a required individual study course which serves as a synthesis production and presentation experience, involving close faculty supervision and a client/consultant relationship. Included in the course is a Comprehensive Major Project which will be client oriented and the preparation of a production portfolio suitable for professional presentation.

CI 5700. History of Instructional Technology/(3).On Demand.

A broad background and understanding of contemporary instructional technologies, processes and systems is provided. Readings and research from 450 BC to the present with emphasis on theoretical and methodological foundations for media research are examined.

CI 5740. Photography and Digital Imaging/(3).F;S.

Basic theory, principles and techniques of black and white and color photography with an introduction to color photography and digital imaging. [Dual-listed with CI 4740.]

CI 5750. Teaching Young Adolescents/(3).S.

This course provides middle grades teachers with a variety of research-based instructional strategies that are developmentally appropriate for young adolescents. Special emphasis is placed on the selection, implementation, and evaluation of instructional strategies that promote cognitive, physical, emotional, and social development and increase student learning.

CI 5770. Intermediate Photography and Digital Imaging/(3).F.

An intermediate photographic production course which strengthens previously acquired skills in black and white photography and provides advanced project responsibility in color photography and digital imaging. [Dual-listed with CI 4770.]

CI 5800. Logistics of Mediated Programs and Presentations/(3).On Demand.

Hard data and facts for programmers and presenters from facilities planning to effective showmanship are examined. The application of hardware and software for teaching and training are located against the institutional environment and contexts in which a presentation takes place.

CI 5810. Introduction to Sight and Sound/(3).F.

An introduction to the basic knowledge and skills underlying any effective audiovisual presentation. Students will have the opportunity to learn the aural and visual aesthetic principles involved in the creation of effective media presentations. They will also have the opportunity to learn the theory and operation of various common sight and sound devices, including audio tape recorders; microphones and mixers; still cameras; video cameras, monitors, and recording devices; projection devices and presentation systems. Emphasis will be placed not only on understanding how the equipment works, but on the common theoretical background shared by all these communication devices. [Dual-listed with CI 4810.]

CI 5830. Media Literacy/(3).F.

The course examines what it means to be literate in a media era. Key concepts and principles from the field of media literacy are studied through an examination of motion pictures, advertising, television, photo journalism, broadcast news, and the Internet. Emphasis is placed upon understanding media texts, media industries, media narratives, and the form and language of a variety of different media. Students are provided with critical frameworks for analyzing media as well as with tools and techniques to be applied in several class projects aimed at deconstructing media messages. [Dual-listed with CI 4830.]

CI 5840. Beginning Video Production/(3).F;S.

course is a basic introduction to the creative and technical skills needed to produce effective, low-budget video programs on location. Students will use the department's digital cameras and non-linear computer editing system to learn how to express themselves clearly in a wide variety of programming formats through the language of video. Students will gain experience in each of the three stages in the production process: pre-production, production, and post-production. [Dual-listed with CI 4840.]

CI 5850. Middle School Curriculum/(3).F.

This course provides middle grades teachers with a framework for curriculum design that includes challenge, integration, and exploration. Emphasis is placed on major middle level curriculum theories, traditional and innovative middle level curriculum models, and trends and issues which reflect research and successful practice.

CI 5900. Internship/Practicum/(1-6).F;S.

Provides direct experiences teaching in grades Kindergarten through nine. Students are required to spend 90 hours teaching in classrooms appropriate to the level(s) of licensure sought. This internship/practicum is designed only for those without appropriate experience in their Master of Arts major, as determined by the students' academic advisory committees. Graded on an S/U basis.

CI 5921. Instructional Design/(3).S.

Analysis and application of systematic strategies for the identification of instructional needs, design of instructional system models to meet educational goals in both K-12 education and business, and evaluation of instructional systems.

CI 5930. Instructional Graphics/(3).On Demand.

Examination of basic design principles and concepts in the selection, design, and evaluation of graphic materials. Course includes laboratory experience in design, development, production, and publication of graphical materials. The laboratory experience centers on the use of microcomputers and associated input or output devices.

CI 5940. Media: Image and Influence/(3).S.

This media literacy course concentrates on media representations, media audiences and media effects. Film and television are studied in terms of their depiction of individuals, institutions, and issues. Key categories of exploration include race, class and gender. Case studies include representations of the family, adolescence, minorities, and school. The social and psychological consequences of media content are examined with emphasis upon child and adolescent audiences, particularly in the areas of sexuality, violence, and substance abuse. Prerequisite or corequisite: CI 5830. [Dual-listed with CI 4940.]

CI 5950. Non-fiction Film and Video/(3).F;S.

Students view and analyze a variety of non-fiction films and videos in terms of both form and content. Emphasis is placed on understanding the wide range of purposes for which non-fiction programs are made, and on examining the variety of techniques used to achieve those purposes. Students also engage in some hands-on experiences attempting to capture reality on videotape as part of an effort to explore what happens to reality when it is shaped into a film or video. [Dual-listed with CI 4950.]

CI 5980. Special Topics in Elementary Education/(1-3).F;S.

This course provides a flexible curriculum of reading, studying, planning, and writing. It is designed to meet the needs of individual teachers or groups of teachers for content and pedagogy generally associated with the elementary school curriculum. Prerequisite: recommendation of the graduate advisor. Students may elect to take up to a total of six semester hours.

CI 5989. Graduate Research/(1-9).F;S.

This course is designed to provide access to University facilities for continuing graduate research at the master's and specialist's levels. Graded on an S/U basis. CI 5989 does not count toward a degree.

CI 5999. Thesis/(4).F;S.

Graded on an S/U basis.

CI 6160. Field Study in Curriculum Problems/(3).

On Demand. Students develop a conceptual framework based on general system theory for guiding, developing, and evaluating school curriculum improvements. Students conduct a research project analyzing the design and development of school curriculum planning with emphasis on current trends and issues in elementary school curriculum (K-9).

CI 6310. Analysis of the Teaching Process/(3).S.

Examination of the teacher-pupil and pupil-pupil interaction in the classroom through study of original relevant research disciplines concerning human behavior and society. Special attention is given to the efforts of teacher approaches to children, the organization of curriculum materials and the structure of the classroom society on the accomplishment of education objectives.

CI 6360. Survey of Research and Implications for Curriculum and Instruction/(3).On Demand.

This course emphasizes the reading and interpretation of research on designated topics within the school curriculum. Through collaboration and dialogue among class members, resulting implica-

tions for classroom instruction are determined.

CI 6460. Issues, Trends, and Problems in Curriculum, K-9/(3).F.
Analysis of current practices, problems, and trends in education with emphasis on improved programs.**CI 6500. Independent Study/(1-4).F;S.****CI 6530-6549. Selected Topics/(1-4).On Demand.**

Consideration of group and individual investigations in education.

CI 6999. Education Specialist Thesis/(1-6).F.

Graded on an S/U basis.

CI 7130. Investigations into Curriculum and Instruction Problems/(3).On Demand.

Investigation into curriculum and instruction problems is a course taken during the student's public school internship. The aim of this course is to provide those who have an intense interest in curriculum and instruction with an opportunity for practical application of knowledge and skills obtained from the research core, along with an opportunity to work with faculty who are researching problems.

CI 7131. Emerging Issues in Curriculum and Instruction/(3).On Demand.

Within the context of educational leadership, the purpose of this course is to provide doctoral level students with an in-depth understanding of issues, problems, and trends in curriculum and instruction at the local, state and national levels. The course is also aimed at providing students with experiences which lead to an understanding of the interdisciplinary nature of problem setting, problem solving, and policy analysis in curriculum and instruction.

CI 7132. Reflective Supervision of Curriculum and Instruction/(3).On Demand.

The focus of this course is on the situation-specific application of knowledge to problems in supervision. The course has two foci. First, the practical problems of supervision as they relate to teaching and implementing the curriculum at the school system, school building, and classroom levels are targeted. The second outcome is the development of a reflective practitioner who understands and approaches supervision in a deliberative manner.

CI 7989. Doctoral Research/(1-9).F;S.

This course is designed to provide access to University facilities for continuing doctoral research. Graded on an S/U basis. CI 7989 does not count toward a degree.

HEALTH EDUCATION (HED)**HED 5650. Drug Education and Prevention/(3).F;S.**

The primary focus of this course is to introduce the complexities of drug-related issues. The social, psychological, pharmacological, cultural, educational and political aspects of drug use, including alcohol and tobacco, are examined. In addition, the methods, materials and theories of drug abuse prevention in the school and community are discussed. [Dual-listed with HED 4650.]

HED 5710. Teaching Sex Education Within a Family Context/(3).F.

This course is designed to help health educators learn and develop strategies for teaching family living and sexuality to different age groups such as elementary, middle grades, secondary and adults. Topics to be included are reproductive anatomy, physiology, STD and AIDS, varying cultural differences, and gaining community support. Each student will be responsible for developing appropriate curricular materials for the age group she or he will be teaching. (Same as HPC 5700.) [Dual-listed with HED 4710.]

**HED 5730. Teaching Stress Management and Emotional Health/
(3).S.**

This course will explore the factors associated with the development of emotional health and the management of stress as a basis for understanding the healthy personality. Emphasis will be directed towards teaching stress management and emotional health within an educational setting. Practical aspects of health education and program planning will be discussed. Students will be encouraged to deepen their commitment to affective teaching by applying the principles of self-esteem building, behavior self-management, communication, and accessing appropriate resources. [Dual-listed with HED 4730.]

Department of Economics

George A. Schieren, Chair and Professor

Ph.D., The University of North Carolina at Chapel Hill
Statistics

Larry V. Ellis, Professor

Ph.D., University of Missouri-Columbia
Macroeconomics, Monetary Policy

Timothy J. Perri, Professor

Ph.D., Ohio State University at Columbus
Microeconomics

The Department of Economics offers course work at the graduate level in support of the Walker College of Business degree programs. Prerequisite to enrollment in a graduate course offered by the Department of Economics is admission to a graduate program of study, admission to a graduate certificate program, or permission of the instructor and the departmental chair. In addition, enrollment in MBA courses requires permission of the MBA Program Director. A non-degree student must obtain permission from the Graduate School to enroll in 5000-level courses.

The Department of Economics also participates in a graduate program leading to the Master of Arts degree in Social Science, Education (Major Code: 282*/13.1317) with a concentration in Secondary School (Advanced Licensure)/Economics (282S)[T].

(For an explanation of the course prefixes used in the following list of courses, see the index.)

ECONOMICS (ECO)

ECO 5150. Business Economics/(3).F.

Intensive study of economic decision techniques for management. Topics include estimation of demand and cost function, analysis of economic forecasts and business cycles, analysis of price and non-price competition, allocation and distributional effects of regulation, taxation, and fiscal and monetary policy, cost-benefit and cost effectiveness analyses for the not-for-profit sector. Primary emphasis will be placed on the understanding and application, rather than the theoretical and computational aspects, of these techniques. Prerequisite: admission to the MBA Program or permission approved by the Assistant Dean for Graduate and International Programs in the Walker College of Business.

ECO 5500. Independent Study/(1-4).F;S.

ECO 5530-5549. Selected Topics/(1-4).F;S.

ECO 5989. Graduate Research/(1-9).F;S.

This course is designed to provide access to University facilities for continuing graduate research at the master's and specialist's levels. Graded on an S/U basis. ECO 5989 does not count toward a degree.

Doctorate in Educational Leadership

*Alice Phoebe Naylor, Director of the Ed.D. Program in Educational Leadership in the Reich College of Education; and Professor in the Department of Language, Reading and Exceptionalities
Ph.D., University of Toledo
Educational Administration*

The Reich College of Education offers the following doctorate program:

- (1) Doctor of Education (Ed.D.) in Educational Leadership (Major Code: 702*/13.0401) with two concentrations:
(a) Educational Leadership, General (702C)
(b) Educational Leadership, Licensure (702B)[T]

The Doctor of Education degree (Ed.D.) in Educational Leadership (702*/13.0401) is designed for potential and practicing educational leaders who wish to develop and refine their leadership capabilities in educational organizations. The goals of the program include: 1) to introduce students to the methodologies of critical analysis of educational theory and practices; 2) to engage students in disciplined inquiry in the field of education; 3) to prepare students for making a contribution to educational theory and practice; and, 4) to prepare students to become leaders in the diverse world in which educational institutions exist.

Students will choose one of two concentrations: Educational Leadership, General (702C) that prepares students for general leadership positions in educational institutions, such as administrative positions in community colleges; or Educational Leadership, Licensure (702B)[T] that leads to licensure as a superintendent for public schools of North Carolina.

The program requires a minimum of 60 semester hours beyond the master's degree. Students who have earned Ed.S. degrees from Appalachian State University may be exempt from up to 30 credit hours. For information on exemptions, see the program director.

All students must take 48 semester hours of doctoral coursework (or a combination of doctoral coursework with approved Ed.S. courses) which include: 36 s.h. of required core courses; two semesters of EDL 7900, Internship (3+3) to total 6 s.h.; and two consecutive semesters of EDL 7999, Dissertation (3+3) for a minimum of 6 s.h. The 12 semester hours in each concentration will be chosen by the student in consultation with an advisor and/or the doctoral program director. The 12 semester hours in the concentrations may be comprised of required courses for licensure, a set of related courses, or a set of approved interdisciplinary courses.

Upon completion of course work, students take a qualifying examination, and then, upon passage of the examination, write a prospectus for a dissertation. Students register for at least 6 semester hours of dissertation credits over a two-semester period, and then continue to register for at least one dissertation credit hour each semester until the dissertation is completed.

DOCTOR OF EDUCATION IN EDUCATIONAL LEADERSHIP

Major Code: 702*/13.0401

Concentration: Educational Leadership, General (702C)

Prerequisites:

To apply for admission to the concentration in Educational Leadership, General (702C) in the doctoral program, a student must meet one of the following prerequisites:

1. Hold a Master's Degree from a regionally accredited institution.
2. Hold a Specialist Degree from Appalachian State University. Students holding the Ed.S. degree from Appalachian may be exempt from up to 30 semester hours of the Ed.D. program requirements. The exemption is not automatic. Specific Ed.S. coursework that might substitute for doctoral coursework will be identified after evaluation of eligible courses by a student's program director or major advisor.

Basic Criteria for Consideration:

GRE scores must be submitted for consideration.

GRE Writing test score of 3.5 or higher.

Other Criteria for All Applicants:

Current curriculum vitae.

Letter of application including reasons for applicant's interest in program.

Four letters of recommendation including one from a chief administrative officer in the applicant's organization.

Deadline: 1 March for Fall; no Spring admission

Hours: 60 semester hours (minimum)

Required Core Courses:

EDL 7011	Multi-Disciplinary Seminar on Emerging Issues I	3
EDL 7012	Multi-Disciplinary Seminar on Emerging Issues II	3
EDL 7020	Organizational and Systems Theory	3
EDL 7025	Leadership in Organizations	3
EDL 7030	Concepts and Constructs in Curriculum and Instruction	3
EDL 7040	Educational Organizations and Technology	3
EDL 7065	Writing for the Professional Educator	3
EDL 7099	Professional Seminar	1+1=3
EDL 7110	Survey of Research Methodologies in Education	3
EDL 7150	Inferential Statistics	3
EDL 7160	Qualitative Research Methods	3
EDL 7190	Research Design in Education	3
	SUBTOTAL HOURS	36

Internship: (6 s.h.)

The internship is a two-semester experience under the co-sponsorship of an appropriate educational agency and the Doctoral Program. The student will engage in activities designed to bring together the relationship of theory and practice.

EDL 7900	Internship	3+3=6
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Dissertation: (6 s.h. minimum)

Students are required to register for 3 s.h. of Dissertation for two consecutive semesters, followed by at least 1 s.h. for every semester thereafter until the dissertation is completed. (See index for policy on completion of thesis/dissertation.)

EDL 7999	Dissertation	(minimum).6
	SUBTOTAL HOURS	12

Concentration Courses: (12 s.h. minimum)

Select at least 12 s.h. from the following courses: (Or, other doctoral and graduate level courses may be selected with the advice and approval of the advisor and/or the Doctoral Program Director.)

EDL 7050	School Finance and Business Administration	3
EDL 7120	Advanced Tests and Measurements	3
EDL 7130	Multivariate Statistics	3
EDL 7170	Program Evaluation and Policy Analysis	3
EDL 7180	Advanced Qualitative Research in Education	3
EDL 7500	Independent Study (Students are limited to 6 s.h.)	1-3
or		
Two other courses (5000 level or above) upon approval of the advisor and the Doctoral Program Director	3+3=6	
	SUBTOTAL HOURS	(minimum) 12
	TOTAL HOURS	(minimum) 60

Dissertation: Required

Proficiency: None required

Qualifying Exam: The Qualifying Exam is required after the student has completed at least 38 semester hours of course work. The purpose of the Qualifying Examination is to enable students to continue the process that leads to the dissertation stage of the program. When students have completed 27 hours of course work they meet with the Director of the Doctoral Program to select a committee chairperson. Two additional faculty are then selected to serve on the committee. One committee member represents the students area of concentration. The remaining other committee members are from other areas of leadership. Students have up to 8 weeks to write up to 20 pages on each of three questions.

Product of Learning: None required

Capstone/Capstone Experience: Dissertation

Seminar: EDL 7099, Professional Seminar (3 s.h.)

NOTE: Application for ADMISSION TO CANDIDACY to the Doctoral Program in Educational Leadership may be submitted only after successful completion of the Qualifying Exam and Prospectus.

DOCTOR OF EDUCATION IN EDUCATIONAL LEADERSHIP

Major Code: 702*/13.0401

Concentration: Educational Leadership, Licensure (702B)[T]

Prerequisites:

To apply for admission to the concentration in Educational Leadership, Licensure (702B)[T] in the doctoral program, a student must meet one of the following prerequisites:

1. Hold a Master's Degree in School Administration from a regionally accredited institution and hold, or be eligible to hold, a current NC principal's license.
2. Hold a Specialist Degree in School Administration/Leadership from Appalachian State University and hold, or be eligible to hold, a current NC superintendent's license. Students holding the Ed.S. degree may be exempt from up to 30 semester hours of the Ed.D. program requirements. The exemption is not automatic. Specific Ed.S. coursework that might substitute for doctoral coursework will be identified after evaluation of eligible courses by a student's program director or major advisor.
3. Hold a Master's Degree from a regionally accredited institution and hold one or more degrees leading to licensure in the public schools, and then may either:
 - (a.) Apply for a Master's Degree in School Administration and apply for the Doctoral Program upon receipt of the MSA, or
 - (b.) Have transcripts reviewed by the MSA coordinator. Courses needed to meet principal licensure requirements will be identified by the MSA program coordinator and will be taken in addition to, or as electives in, the Ed.D. program and will be listed in the Ed.D. program of study. The courses identified must be completed along with the required Ed.D. courses to be eligible for licensure recommendation as a principal and superintendent upon completion of the Ed.D. degree.

Basic Criteria for Consideration:

GRE scores must be submitted for consideration.

GRE Writing test score of 3.5 or higher.

Other Criteria for All Applicants:

Current curriculum vitae.

Letter of application including reasons for applicant's interest in program.

Four letters of recommendation including one from a chief administrative officer in the applicant's organization.

Deadline: 1 March for Fall; no Spring admission

Hours: 60 semester hours (minimum)

Required Core Courses:

EDL	7011	Multi-Disciplinary Seminar on Emerging Issues I	3
EDL	7012	Multi-Disciplinary Seminar on Emerging Issues II	3
EDL	7020	Organizational and Systems Theory	3
EDL	7025	Leadership in Organizations.....	3
EDL	7030	Concepts and Constructs in Curriculum and Instruction	3
EDL	7040	Educational Organizations and Technology	3
EDL	7065	Writing for the Professional Educator	3
EDL	7099	Professional Seminar	1+1=3
EDL	7110	Survey of Research Methodologies in Education	3
EDL	7150	Inferential Statistics	3
EDL	7160	Qualitative Research Methods	3
EDL	7190	Research Design in Education	3
SUBTOTAL HOURS			36

Internship: (6 s.h.)

The internship is a two-semester experience under the co-sponsorship of an appropriate educational agency and the Doctoral Program. The student will engage in activities designed to bring together the relationship of theory and practice.

EDL	7900	Internship	3+3=6
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Dissertation: (6 s.h. minimum)

Students are required to register for 3 s.h. of Dissertation for two consecutive semesters, followed by at least 1 s.h. for every semester thereafter until the dissertation is completed. (See index for policy on completion of thesis/dissertation.)

EDL	7999	Dissertation.	(minimum) 6
SUBTOTAL HOURS			12

Concentration Courses: (12 s.h. minimum)

Students will select a minimum of 12 s.h. from the following list of courses, or from other doctoral and graduate level courses, with the advice and approval of the advisor and/or the Doctoral Program Director. Courses marked with an * are required of all

students who do not hold the MSA degree and/or principal licensure along with other required courses that may be identified based on review of the student's transcripts by the MSA program coordinator. Courses marked with two ** are required of all students not currently holding a superintendent license along with other required courses that may have been identified based on a review of the student's transcript.

CI	7130	Investigations into Curriculum and Instruction Problems	3
CI	7131	Emerging Issues in Curriculum and Instruction	3
CI	7132	Reflective Supervision of Curriculum and Instruction	3
EDL	7050	School Finance and Business Administration	3
EDL	7120	Advanced Tests and Measurements.....	3
EDL	7130	Multivariate Statistics	3
EDL	7170	Program Evaluation and Policy Analysis	3
EDL	7180	Advanced Qualitative Research in Education	3
EDL	7500	Independent Study (Students are limited to 6 s.h.).....	1-3
FDN	5560*	Classroom Assessment	3
LHE	5030*	The Principalship	3
LHE	5180*	Fiscal Operations and Resource Management	3
LHE	6180**	School Finance	3
LHE	6300**	Personnel Administration in Education	3
LHE	6491**	Educational Facilities	3
RE	7570	Administering Reading/Language Arts Programs: The Research Base	3
RE	7710	Improving Reading/Language Arts Instruction in the Schools: Problem-Solving Seminar for Administrators	3
SPE	7120	Issues and Trends in Special Education	3
SPE	7121	Organizational Design and Implementation of Special Education Programs	3
or			
Two other courses (5000 level or above) upon approval of the advisor and the Doctoral Program Director			3+3=6
SUBTOTAL HOURS			(minimum) 12
TOTAL HOURS			(minimum) 60

Dissertation: Required

Proficiency: None required

Qualifying Exam: The Qualifying Exam is required after the student has completed at least 38 semester hours of course work. The purpose of the Qualifying Examination is to enable students to continue the process that leads to the dissertation stage of the program. When students have completed 27 hours of course work they meet with the Director of the Doctoral Program to select a committee chairperson. Two additional faculty are then selected to serve on the committee. One committee member represents the students area of concentration. The remaining other committee members are from other areas of leadership. Students have up to 8 weeks to write up to 20 pages on each of three questions.

Product of Learning: None required

Capstone/Capstone Experience: Dissertation

Seminar: EDL 7099, Professional Seminar (3 s.h.)

NOTE: Application for ADMISSION TO CANDIDACY to the Doctoral Program in Educational Leadership may be submitted only after successful completion of the Qualifying Exam and Prospectus.

(For an explanation of the course prefixes used in the following list of courses, see the index.)

EDUCATIONAL LEADERSHIP (EDL)

EDL 7011. Multi-Disciplinary Seminar on Emerging Issues I/(3).F.

A multi-disciplinary seminar to examine current and emerging issues in society and their impact on public education. The course draws upon readings from a variety of disciplines for students to examine and to reflectively explore fundamental questions about: the nature and purpose of education; how educators conceive of and understand teaching and learning in schools and classrooms;

and how educational leaders conceive of and understand the complex relations between schools, teachers, learners, and curriculum.

EDL 7012. Multi-Disciplinary Seminar on Emerging Issues II/(3).S.

A continuation of EDL 7011. This seminar will feature different professional disciplines in developing an understanding of the context of public school administration. The seminar will include comprehensive treatments of how leaders use information in shaping and communicating their vision and values throughout organiza-

tions. Students will be expected to assume more responsibility for building responses to issues presented in this seminar.

EDL 7020. Organizational and Systems Theory/(3).SS.On Demand.

This course will integrate essential features of research in organizational theory with the more recent developments in systems theory. How people and groups organize to accomplish tasks will be combined with how organizations combine to form systems. A special feature of the course will be its treatment of organizations and systems for public, non-profit enterprises. Models and case studies will be featured.

EDL 7025. Leadership in Organizations/(3).F.

Brings into coherent form the application of leadership principles to organizations. Leadership is seen as the mechanism for putting both organizational and system theories into action, to enhance school environments, and to sustain structures for change. Extensive use of case studies will be featured.

EDL 7030. Concepts and Constructs in Curriculum and Instruction/(3).S.

Designed to explore and critically examine the structure, concepts, issues and decisions underlying curriculum and instructional thought as practiced in public schools. Instruction will utilize a polyfocal conspectus, study of cases, simulation, and juris prudential experiences. Included in the products used to evaluate student performance are: development of cases, impact statements, literature reviews, and similar projects.

EDL 7040. Educational Organizations and Technology/(3).F.

Students in this course will develop strategies for forming and implementing a vision for incorporating computer and communications technologies into educational settings. They will have an opportunity, as current and future educational leaders, to investigate examples of these technologies in schools and other educational settings. These experiences, combined with appropriate leadership skills, will enable current and future educational leaders to successfully plan for and implement computer and communications technologies into their respective educational settings.

EDL 7050. School Finance and Business Administration/(3).F.

Designed to examine current practices in public finance. Emphasis will be placed on the funding for public schools, and the relationship of that funding to the support for other public and private agencies. Demographics and political trends will be used to project funding needs for planning purposes. The course also examines the application of current management practices to the business administration function of public school administration. Particular emphasis is placed on the relationship between facilities planning and funding practices in public education.

EDL 7065. Writing for the Professional Educator/(3).S.

This course is designed for professional educators seeking to gain knowledge and skill in using writing effectively as a major component of leadership and management in educational settings. Topics include understanding the writing process in professional settings, tailoring messages for audience and purpose, using different forms of writing in the profession, applying technology tools for writing, and understanding the relationship between writing and speaking in developing communication effectiveness as a leader.

EDL 7099. Professional Seminar/(1).F;S.

The purpose of this seminar is to provide doctoral students an opportunity to discuss topics arising from course work; to report on internships and research assistantships; and to explore possible dissertation topics. Individual faculty and faculty panels will, from time

to time, join the seminar to discuss their research. Seminar students will develop a portfolio reflecting the development of dissertation topics. The portfolio will provide students a means by which they can present evidence of their progress for consideration by advisors and other faculty. Students should expect to maintain the portfolio throughout their course work. Graded on an S/U basis. (Students are required to take EDL 7099, Professional Seminar, for three semesters, for a total of three credit hours.)

EDL 7110. Survey of Research Methodologies in Education/(3).F.

The course provides students with the requisite skills for reading and understanding contemporary research in education, and examining researchers' motivations for selecting particular research and assessment methodologies. The course will acquaint students with the wide variety of sources of research journals; to a variety of available databases; to a variety of available measurement and assessment instruments; and to a wide range of methodological applications in education. The research examples will be from the wide area of educational leadership.

EDL 7120. Advanced Tests and Measurements/(3).On Demand.

Familiarize advanced graduate students with the techniques of instrument construction and validation and with the analysis of scores obtained from psychometric instruments. Techniques for designing survey instruments and tests of achievement and the analysis of the results of interest and personality inventories and other mental measurements will be covered. Prerequisite: EDL 7110 or equivalent.

EDL 7130. Multivariate Statistics/(3).On Demand.

Emphasizes the use of statistical tools to organize and analyze large and complex data bases using multiple correlation, factor analysis, cluster analysis, discriminant analysis, and trend analysis techniques. Prerequisite: EDL 7110 or equivalent.

EDL 7150. Inferential Statistics/(3).On Demand.

Deals with the application of parametric and non-parametric techniques in hypothesis testing and other inferential situations. The course includes some basic hypothesis testing theory, as well as theory involving various well known types of distributions of data. Students will have the opportunity to learn techniques for determining probability estimates in hypothesis testing and will also be required to use the Statistical Package for the Social Sciences (SPSS) in hypothesis testing tasks using SPSS/PC+ Studentware. Prerequisites: a background in statistics, EDL 7110 or permission of the instructor.

EDL 7160. Qualitative Research Methods/(3).

This course emphasizes qualitative methods of data analysis and collection and how they can be compared and contrasted to quantitative research. Students will be expected to learn a variety of observational methods and interview techniques. Selecting from these methods, students will design and implement their own research projects. This course will emphasize the process of producing and interpreting qualitative research by critically examining the intricate relationships between theories, hypotheses, variables, and data. Prerequisites are an introductory course in tests and measurements, an introductory descriptive statistics course, and a course in inferential statistics.

EDL 7170. Program Evaluation and Policy Analysis/(3).S.

This course provides a broad survey of educational evaluation theory and practice, and the relationship of evaluation to educational policy analysis, along with practical experience in designing educational evaluations and policy studies. The course begins with an examination of the historical underpinnings of educational evaluation and policy analysis, their role in improving education, their points of

distinction from other forms of systematic inquiry, and the origins of the variety of alternative conceptions of evaluation and policy analysis in practice today. This examination is followed by an in-depth study of a variety of evaluation and policy analysis models.

EDL 7180. Advanced Qualitative Research in Education/(3).S.

The course provides students with advanced knowledge (i.e., the theoretical bases) and skills in qualitative research. Advanced-level analysis and interpretation, linked with the theoretical underpinnings of both general qualitative research and the doctoral student's particular preferred method, will be a central focus of this course. Individual attention will be given to the students, to the extent possible. Honing of the student's writing (i.e., presentation/ representation of a qualitative study) will also be a prominent aspect of this course. Students will undertake a small-scale qualitative study in this course in order to concretize and apply the concepts and practice the skills learned.

EDL 7190. Research Design in Education/(3).F.

This course is designed to provide doctoral students with an in-depth analysis of the methods and procedures of research in education. Topics will include conceptualizing educational research, writing research proposals, constructing measurement instruments, collecting and analyzing qualitative and quantitative data, and drawing inferences. Students who successfully complete the course will be able to make proper decisions regarding appropriate designs and methods for investigating different research questions, and will be able to plan and implement a research project for their dissertations.

EDL 7500. Independent Study/(1-3).On Demand.**EDL 7530-7549. Selected Topics/(1-4).On Demand.****EDL 7900. Internship/(3-6).On Demand.**

The internship is a full-year experience under the co-sponsorship of an appropriate educational agency and Appalachian State University. The student will engage in activities designed to bring the relationship of theory and practice into clear focus. Attendance at seminars on campus will be required. Graded on an S/U basis.

EDL 7989. Doctoral Research/(1-9).F;S.

This course is designed to provide access to University facilities for continuing doctoral research. Graded on an S/U basis. EDL 7989 does not count toward a degree.

EDL 7999. Dissertation/(1-9).On Demand.

Students must complete a minimum of 6 s.h. to satisfy the Ed.D. degree requirements. Students are advised to register for 3 s.h. for two consecutive semesters to complete requirements. If requirements are not complete at this time, students will continue to register for a minimum of 1 s.h. until the dissertation is complete. Graded on an S/U basis.

Department of English

David P. Haney, Chair and Professor

Ph.D., State University of New York at Buffalo

British Romanticism, Literature and Philosophy, Bluegrass Music

Hanadi Al-Samman, Assistant Professor

Ph.D., Indiana University

Middle Eastern Literature, Arab Women Writers, Comparative Literature, World Literature, Gender Studies

Edwin T. Arnold, III, Professor

Ph.D., University of South Carolina

Nineteenth- and Twentieth-Century American Literature, Film Studies

C. William Atkinson, Associate Professor

Ph.D., Emory University

World Literature, Modern British Literature

Sandra L. Ballard, Professor

Ph.D., University of Tennessee at Knoxville

Twentieth-Century American Literature and Appalachian Literature

William D. Brewer, Professor

Ph.D., University of Virginia

British Literature (Romantic Period)

Elizabeth L. Carroll, Director of the Writing Center; and Assistant Professor

Ph.D., University of North Carolina at Greensboro

Rhetoric and Composition

E. Cecelia Conway, Professor

Ph.D., The University of North Carolina at Chapel Hill

Folklore, Twentieth-Century American Literature (Appalachian, Southern, Ethnic), Film Studies

John R. Crutchfield, Assistant Professor

Ph.D., Cornell University

Poetry, Poetics, Dramatic Literature, Playwriting

Bruce A. Dick, Professor

Ph.D., Florida State University

African American Literature, Latino/a Literature, American Literature, Film Studies

Jill R. Ehnenn, Assistant Professor

Ph.D., George Washington University

Victorian Studies, LGBT Studies/Queer Theory, Women's Studies

Craig J. Fischer, Associate Professor

Ph.D., University of Illinois at Urbana-Champaign

Film and Drama

Howard A. Giskin, Professor

Ph.D., University of Connecticut

World Literature (Latin America and Asia)

Kristina K. Groover, Associate Professor

Ph.D., The University of North Carolina at Chapel Hill

Twentieth-Century British and American Literature, African American Literature

Rosemary Horowitz, Associate Professor

Ed.D., University of Massachusetts

Writing and the Teaching of Writing, Research Methods

Edelma D. Huntley, Dean of the Cراتis D. Williams Graduate School; and Professor

Ph.D., University of Southwestern Louisiana

Contemporary Drama, Asian American Literature

James M. Ivory, Assistant Chair; and Associate Professor

Ph.D., The University of North Carolina at Chapel Hill

British Literature (Post-Colonial Period)

Kathryn J. Kirkpatrick, Professor

Ph.D., Emory University

Irish Studies, Gender Studies, Creative Writing

Leon H. Lewis, Professor

Ph.D., State University of New York at Buffalo

Twentieth-Century British and American Literature, Film Studies

Holly E. Martin, Assistant Professor

Ph.D., Emory University

Ethnic American Literature and Comparative Literature

Victoria W. Massey, Assistant Professor

Ph.D., The University of North Carolina at Chapel Hill

Linguistics

Grace E. McEntee, Professor

Ph.D., University of Alabama, Tuscaloosa

Nineteenth-Century American Literature, African American Literature

Thomas A. McGowan, Professor

Ph.D., University of Virginia

British Medieval Literature, Linguistics, Folklore

Thomas M. McLaughlin, Professor

Ph.D., Temple University

Literary Criticism and Theory, Cultural Studies, British Literature (Romantic and Modern), Film Studies

Elaine J. O'Quinn, Associate Professor

Ph.D., Virginia Polytechnic Institute and State University

Secondary English Education, Composition and Literacy

Alexander H. Pitofsky, Assistant Professor

Ph.D., University of Virginia

British Literature (Restoration and Eighteenth-Century), Film Studies

Colin T. Ramsey, Assistant Professor

Ph.D., University of Missouri

Early American Literature, History of the Book

Georgia B. Rhoades, Professor

Ph.D., University of Louisville

Composition and Rhetoric

Lynn Moss Sanders, Coordinator of the Heltzer Honors Program; and Professor

Ph.D., The University of North Carolina at Chapel Hill

Twentieth-Century British and American Literature, Folklore

Susan C. Staub, Professor

Ph.D., The University of North Carolina at Chapel Hill

British Literature (Shakespeare and Early Modern Period)

Roger J. Stilling, Professor

Ph.D., Trinity College (Dublin) British Literature (Shakespeare and Early Modern Period)

Mark W. Vogel, Professor

Ph.D., University of Missouri, Columbia

English Education

Tammy Wahpeconiah, Assistant Professor

Ph.D., Michigan State University

Native American Literature, Nineteenth-Century American Literature

Wilber H. Ward, III, Senior Associate Vice Chancellor for Academic Affairs;

and Professor

Ph.D., University of Tennessee at Knoxville

American Literature (Colonial and Federalist Period)

Jennifer P. Wilson, Assistant Professor

Ph.D., University of Georgia

Eighteenth-Century British Literature

The Department of English offers the following graduate degree programs, and a graduate minor:

- (1) Master of Arts in English (Major Code: 232A/23.0101)
- (2) Master of Arts in English, Education (Major Code: 235*/13.1305) with two concentrations:
 - (a) Community College Teaching (235B)
 - (b) Secondary School Teaching (235S)[T]
- (3) Graduate minor in English (235/23.0101)

PROSPECTIVE STUDENTS ARE ENCOURAGED TO APPLY BY MARCH 1. STUDENTS WISHING CONSIDERATION FOR ASSISTANTSHIPS AND SCHOLARSHIPS SHOULD APPLY BY THIS DATE.

MASTER OF ARTS IN ENGLISH

Major Code: 232A/23.0101

Prerequisite:

Baccalaureate degree in English from an accredited college or university. An applicant who does not have an undergraduate degree in English but who has exceptional qualifications should contact the Director of Graduate Studies in the Department of English.

Basic Criteria for Consideration:

Cumulative UGPA: 3.0

GRE Verbal score: 500 or higher; GRE Writing score: 4.0 or higher

Other Criteria for All Applicants:

Statement of intent.

Writing sample.

Three letters of reference addressing the applicant's qualifications in the discipline and ability to succeed in a graduate program in English.

Deadline: Review of applications for Fall semester begins on 1 March; complete applications received by that date will receive full consideration for financial awards.

***Hours:** 36 semester hours

Required Courses:

ENG	5000	Bibliography and Research	3
ENG	Electives (5000 level or above)		18
SUBTOTAL HOURS			21

Remaining Hours: (9 s.h. required)

Courses (5000 level or above) should be chosen with the advice and approval of the graduate advisor.

SUBTOTAL HOURS	9
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Thesis:

ENG	5999	Thesis (to be taken over two semesters)	6
SUBTOTAL HOURS			6
TOTAL HOURS			36

Thesis: Required

Proficiency: Reading knowledge of a foreign language demonstrated by transcript evidence of two years undergraduate study of a foreign language or by examination arranged in the Department of Foreign Languages and Literatures.

Comprehensive: A written examination is required.

Product of Learning: None required

Capstone/Capstone Experience: None required

Seminar: None required

***NOTE:** Students pursuing the Master of Arts degree may develop a minor of 8 to 12 semester hours in a valid related academic field, but those electing to do so should plan to complete more than 36 hours of graduate study for their degree. (See the index for "Graduate Minors.")

MASTER OF ARTS IN ENGLISH, EDUCATION

Major Code: 235*/13.1305

Concentration: Community College Teaching (235B)

Prerequisite:

Baccalaureate degree in English from an accredited college or university. An applicant who does not have an undergraduate degree in English but who has exceptional qualifications should contact the Director of Graduate Studies in the Department of English.

Basic Criteria for Consideration:

Cumulative UGPA: 3.0

GRE Verbal score: 500 or higher; GRE Writing score: 4.0 or higher

Other Criteria for All Applicants:

Statement of intent.

Writing sample.

Three letters of reference addressing the applicant's qualifications in the discipline and ability to succeed in a graduate program in English.

Deadline: Review of applications for Fall semester begins on 1 March; complete applications received by that date will receive full consideration for financial awards.

Hours: 36 semester hours

Required English Courses:

ENG	5000	Bibliography and Research	3
ENG		Electives (5000 level or above)	21
SUBTOTAL HOURS			24

Professional Education Requirements:

Community College Teaching concentration	6
Courses (5000 level or above) should be selected with the advice and approval of the graduate advisor.	
SUBTOTAL HOURS	6

Thesis option:

ENG	5999	Thesis	6
OR			

Non-thesis option:

Remaining Hours	6
Courses (5000 level or above) should be chosen with the advice and approval of the graduate advisor.	
SUBTOTAL HOURS	6
TOTAL HOURS	36

Thesis: Optional

Proficiency: Language is not required (but in most cases, students in this program will have fulfilled a language requirement on the basis of normal undergraduate training in English).

Comprehensive: A written examination is required.

Product of Learning: None required

Capstone/Capstone Experience: None required

Seminar: None required

MASTER OF ARTS IN ENGLISH, EDUCATION+

Major Code: 235*/13.1305

Concentration: Secondary School Teaching (235S)[T]

Prerequisites:

Baccalaureate degree in English or Education with a concentration in English from an accredited college or university. An applicant who does not have an undergraduate degree in English but who has exceptional qualifications should contact the Director of Graduate Studies in the Department of English.

The SECONDARY SCHOOL TEACHING concentration requires a North Carolina "A" license or the equivalent from another state. Teaching experience preferred.

Basic Criteria for Consideration:

Cumulative UGPA: 3.0

GRE-Verbal score: 500 or higher; GRE-Writing score: 4.0 or higher

Other Criteria for All Applicants:

Statement of intent including discussion of teaching experience, if applicable.

Writing sample.

Three letters of reference addressing applicant's qualifications in the discipline and ability to succeed in an English graduate program. (At least one letter from a referee who has supervised applicant's teaching/student teaching, if applicable).

Deadline: Review of applications for Fall semester begins on 1 March; complete applications received by that date will receive full consideration for financial awards.**Hours:** 39 semester hours**+Advanced Licensure:** Requirements for this degree were designed, and have been approved by the appropriate bodies at the state level, to meet the advanced competencies as mandated in the North Carolina Excellent Schools Act for Master-level teacher education programs.**Required English Courses:**

ENG	5000	Bibliography and Research	3
ENG	5200	Issues in Teaching English	3
ENG	5525	Product of Learning	3
ENG	5770	Colonial and Federal American Literature	3**
ENG	5780	Nineteenth-Century American Literature	3**
ENG	5790	Twentieth-Century American Literature	3**
ENG	5910	World Literature	3

Select one of the following three courses 3

ENG	5600	Literary Criticism and Theory (3 s.h.)
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OR

ENG	5640	Cultural Studies (3 s.h.)
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OR

ENG	5650	Gender Studies (3 s.h.)
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ENG 5xxx* Series British Literature courses 9**

(To be selected from the following):

ENG	5810	Chaucer (3 s.h.)
ENG	5820	Renaissance Non-Dramatic Literature (3 s.h.)
ENG	5830	Renaissance Drama (3 s.h.)
ENG	5840	Shakespeare (3 s.h.)
ENG	5850	Milton (3 s.h.)
ENG	5865	Eighteenth-Century British Studies (3 s.h.)
ENG	5870	Romantic Period (3 s.h.)
ENG	5880	Victorian Literature (3 s.h.)
ENG	5890	Twentieth-Century British Literature (3 s.h.)

**ENG 5660 Advanced Seminar in Major Authors (3 s.h.)

(ENG 5660 may be used to fulfill 3 of the 9 hours required in British Literature or American Literature.)

OR

**ENG 5980 Contemporary Literature (3 s.h.)

(ENG 5980 may be used to replace required British/American literature courses when subject matter is appropriate.)

SUBTOTAL HOURS 33**Professional Education Courses:**

CI 5045/SPE 5045	Advanced Topics in Diversity	3
CI 5585/LHE 5585	Teacher Leadership and School Improvement	3

SUBTOTAL HOURS 6**TOTAL HOURS 39****Thesis:** None required**Proficiency:** Language is not required (but in most cases, students in this program will have fulfilled a language requirement on the basis of normal undergraduate training in English).

Comprehensive: A written examination is required.

Product of Learning: Required

Capstone/Capstone Experience: Product of Learning

Seminar: None required

Graduate Minor in English (235/23.0101)

A graduate (M.A.) minor in English consists of 8-12 semester hours selected from English offerings numbered 5000 and above, except ENG 5989.

NOTE: For every program, students should plan a Program of Study with the Graduate Advisor in English during the first semester after enrollment. In all cases, a student must have 24 hours in English.

(For an explanation of the course prefixes used in the following list of courses, see the index.)

ENGLISH (ENG)

ENG 5000. Bibliography and Research/(3).F.

A study of bibliographical problems, types of research organization and reporting of research. Required in the first semester for beginning graduate students. Required of all students.

ENG 5100. Composition Theory, Practice, and Pedagogy/(3).F.

An introduction to composition theory and relevant rhetorical, reading, and psycholinguistic theory with an emphasis on the connections among theory, practice, and pedagogy. Required of teaching assistants.

ENG 5200. Issues in Teaching English/(3).S.

An advanced course in teaching theory and practice for secondary school teachers. Emphasis is placed on practical applications for the teaching of writing and literature.

ENG 5500. Independent Study/(1-3).F;S.

Directed study of a topic not offered in regularly scheduled courses.

ENG 5525. Product of Learning/(1-3).F;S.On Demand.

Graded on an S/U basis.

ENG 5530-5549. Selected Topics/(1-4).On Demand.

Content to vary; may be repeated for credit when content does not duplicate.

ENG 5570. Studies in American Indian Literature/(3).F.Alternate years.

Advanced study of major American Indian writers from oral traditions through the present. [Dual-listed with ENG 4570.]

ENG 5585. Studies in Ethnic American Literature/(3).F.Alternate years.

An advanced in-depth and multi-cultural examination of major ethnic American writers. [Dual-listed with ENG 4585.]

ENG 5600. Literary Criticism and Theory/(3).F.Alternate years.

A study of key issues in contemporary literary and cultural theory and in the history of literary criticism. Emphasis on practical applications of theoretical approaches. Offered alternate years with ENG 5660.

ENG 5640. Cultural Studies/(3).S.Alternate years.

A study of literature as a cultural practice and of related cultural practices from the perspective of literature. Offered alternate years with ENG 5650.

ENG 5650. Gender Studies/(3).S.Alternate years.

A critical study of the significance of gender in literature and other art forms. Offered alternate years with ENG 5640.

ENG 5660. Advanced Seminar in Major Authors/(3).F.Alternate years.

An intensive examination of a major author writing in English whose work is recognized as essential to a comprehensive understanding of literary culture and history. Offered alternate years with ENG 5600.

ENG 5710. Advanced Folklore/(3).S.

An in-depth and multi-cultural study of one or more folklore genres in cultural context with interdisciplinary approaches from the humanities and social sciences. It is recommended that ENG 3050, Studies in Folklore, be taken prior to this course. [Dual-listed with ENG 4810.]

ENG 5720. Appalachian Literature/(3).F.

A study of major regional movements, genres, writers in the Appalachian mountains, from settlement to the present. Content and approach may vary. [Dual-listed with ENG 4720.]

ENG 5770. Colonial and Federal American Literature/(3).F.Alternate years.

An intensive study in selected major authors from the founding of the English colonies through the early stage of the American Republic. Offered alternate years with ENG 5780.

ENG 5780. Nineteenth-Century American Literature/(3).F.Alternate years.

An intensive study of the works of such major writers as Poe, Hawthorne, Melville, Emerson, Thoreau, Whitman, Dickinson, Twain, James, and Crane. Offered alternate years with ENG 5770.

ENG 5790. Twentieth-Century American Literature/(3).S.Alternate years.

An intensive study of such major writers as Frost, Faulkner, Fitzgerald, and Hemingway. Offered alternate years with ENG 5850.

ENG 5810. Chaucer/(3).S.Alternate years.

A critical study of The Canterbury Tales, other works selected from the Chaucer canon, and related medieval texts. Offered alternate years with ENG 5840.

ENG 5820. Renaissance Non-Dramatic Literature/(3).F.Alternate years.

A comprehensive study of the non-dramatic literature of the English Renaissance including such major writers as More, Sidney, Raleigh, and Spenser. Offered alternate years with ENG 5890.

ENG 5830. Renaissance Drama/(3).F.Alternate years.

An intensive study of selected playwrights of the Elizabethan, Jacobean, and Caroline periods, including the University Wits, Jonson,

Dekker, Marston, Beaumont and Fletcher, Webster, and Ford. Offered alternate years with ENG 5865.

ENG 5840. Shakespeare/(3).S.Alternate years.

An intensive study of selected works from the Shakespeare canon. Offered alternate years with ENG 5810.

ENG 5850. Milton/(3).S.Alternate years.

An intensive study of Paradise Lost, other works selected from the Milton canon, and related texts. Offered alternate years with ENG 5790.

ENG 5865. Eighteenth-Century British Studies/(3).F.Alternate years.

An intensive study of selected topics of major literary interest during the period 1660-1800, e.g., Restoration Drama, the Tory Wits, and Johnson and his Circle. Offered alternate years with ENG 5830.

ENG 5870. Romantic Period/(3).S.Alternate years.

An intensive study of selected authors of the Romantic period considered in relation to general concepts of romanticism. Offered alternate years with ENG 5880.

ENG 5880. Victorian Literature/(3).S.Alternate years.

A study of selected British poetry, novels, or non-fiction prose of the latter part of the nineteenth century. Offered alternate years with ENG 5870.

ENG 5890. Twentieth-Century British Literature/(3).F.Alternate years.

An intensive study of the works of such major writers as Yeats, Lawrence, and Joyce. Offered alternate years with ENG 5820.

ENG 5910. World Literature/(3).S.Alternate years.

A seminar in Western or non-Western literature read in English. Areas of focus may include Europe, Asia, Africa, and the Americas. Offered alternate years with ENG 5980.

ENG 5980. Contemporary Literature/(3).S. Alternate years.

An examination of trends in post-WWII writing and thought. Offered alternate years with ENG 5910.

ENG 5989. Graduate Research/(1-9).F;S.

This course is designed to provide access to University facilities for continuing graduate research at the master's and specialist's levels. Graded on an S/U basis. ENG 5989 does not count toward a degree.

ENG 5999. Thesis/(3-6).F;S.

Graded on an S/U basis.

Department of Family and Consumer Sciences

Sarah R. Jordan, Chair and Associate Professor
Ph.D., University of Tennessee at Knoxville
Food Systems Administration, Nutrition

Susan L. Bogardus, Assistant Professor
Ph.D., University of Kentucky
Food and Nutrition, Dietetics, Internship

Ellen S. Carpenter, Associate Professor
Ph.D., Purdue University
Child Development, Child Care Administration

Sammie G. Garner, Professor
Ph.D., University of Tennessee at Knoxville
Family Economics, Consumer Issues, Housing

Patricia F. Hearron, Professor
Ph.D., Michigan State University
Child Development and Education (Birth Through Kindergarten)

Cheryl L. Lee, Professor
Ph.D., Oklahoma State University
Family and Consumer Sciences Teacher Education

Lisa S. McAnulty, Associate Professor
Ph.D., Auburn University Nutrition

Cindy G. McGaha, Associate Professor
Ph.D., University of North Carolina at Greensboro
Child Development, Birth/Kindergarten, Human Development and Family Studies

The Department of Family and Consumer Sciences offers the following graduate degree programs, and a graduate minor:

- (1) Master of Arts in Child Development: Birth through Kindergarten, (Major Code: 548*/13.1209) with three concentrations:
 - (a) Administration (548C)
 - (b) Allied Personnel (548D)
 - (c) Teaching (548B)[T]
- (2) Master of Arts in Family and Consumer Sciences (Major Code: 529A/19.0101)
- (3) Master of Arts in Family and Consumer Sciences, Education (Major Code: 527A/13.1308) [T]
- (4) Graduate minor in Family and Consumer Sciences (527/19.0101)

MASTER OF ARTS IN CHILD DEVELOPMENT: BIRTH THROUGH KINDERGARTEN

Major Code: 548*/13.1209

Concentrations: Administration (548C)
Allied Personnel (548D)
Teaching (548B)[T]+

The Departments of Family and Consumer Sciences, Curriculum and Instruction, and Language, Reading and Exceptionalities cooperate to offer the M.A. degree in Child Development: Birth through Kindergarten (548*/13.1209). The degree is conferred by the Department of Family and Consumer Sciences.

Prerequisites:

Baccalaureate degree in Child Development or a related field from an accredited college or university.

Demonstrated proficiency in educational technology.

The TEACHING concentration (548B)[T] requires a North Carolina "A" license or the equivalent from another state.

The ADMINISTRATION (548C) and ALLIED PERSONNEL (548D) concentrations require prerequisite courses in the following:

Child Development
Statistics
Individual Differences

Basic Criteria for Consideration:

(Undergraduate GPA X 400) + GRE Verbal + GRE Quantitative = >2000

OR

Undergraduate GPA of 2.75 or greater and GRE Writing score of >3.5

Other Criteria for All Applicants: Three recommendations.

Deadline: 1 July for Fall/ 1 November for Spring/ 1 April for Summer

Hours: 36 semester hours with thesis; 39 semester hours without thesis

Required Core Courses for all three concentrations:

CI 5111/FCS 5111/SPE 5111	Advanced Developmental Assessment and Program Evaluation for Children	3
CI 5112/FCS 5112/SPE 5112	Advanced Developmental Curriculum and Instruction for Young Children	3
CI 5113/FCS 5113/SPE 5113	Seminar: Issues in Birth through Kindergarten Education	3

CI	5630	Instructional Technology (or equivalent)	3
CI 5900/FCS 5900/SPE 5900		Internship	3 or 6
		(3 hours for students in CI & FCS)	
		(6 hours for students in SPE)	
FCS	5100	Application and Theories of Child Development	3
FCS	5105	Family Life Education	3
SPE	5630	Collaboration and Curriculum	3
		SUBTOTAL HOURS	24 or 27

Choose one of the following concentrations:

ADMINISTRATION CONCENTRATION (548C)

Thesis Option:

FCS	5001	Orientation to Research in FCS	3
OR			
FDN	5000	Research Methods (or equivalent).....	3
FCS	5610	Administration of Early Childhood Programs	3
FCS	5999	Thesis.....	1-4
HE	5250/LHE 5250	Conflict Management in Educational Administration	3

Electives (5000 level or above)

..... 0-2

(Requires approval of the program director and the departmental chair)

SUBTOTAL HOURS (with a thesis)..... 10-13

OR

Non-Thesis Option:

FCS	5001	Orientation to Research in FCS	3
OR			
FDN	5000	Research Methods (or equivalent).....	3
FCS	5610	Administration of Early Childhood Programs	3
HE	5250/LHE 5250	Conflict Management in Educational Administration	3
Electives (5000 level or above)		.....	3 or 6
		SUBTOTAL HOURS (without a thesis)	12 or 15

TOTAL HOURS *36 or 37, or 39

*(The thesis option requires a minimum of 36 or 37 s.h.)

ALLIED PERSONNEL CONCENTRATION (548D)

Thesis Option:

Approved Course Work (5000 level or above)

6-9

(Requires approval of the program director and the departmental chair)

FCS	5999	Thesis	1-4
Electives (5000 level or above)		0-5	
		SUBTOTAL HOURS (with a thesis)	9-13

OR

Non-Thesis Option:

Approved Course Work (5000 level or above)

6-9

(Requires approval of the program director and the departmental chair)

Electives (5000 level or above)		.....	3-9
		SUBTOTAL HOURS (without a thesis)	12-15
		TOTAL HOURS	*36 or 39
		*(The thesis option requires a minimum of 36 s.h., but may exceed 36.)	

TEACHING CONCENTRATION+ (548B)[T]

CI 5040/FDN 5040/RE 5040/SPE 5040	Teacher as Researcher	3
FCS	5110	Practical Issues in Family Development
FCS	5525	Product of Learning
HE	5630	The Adult Learner
Electives (5000 level or above)		..... 0 or 3

SUBTOTAL HOURS 12 or 15

TOTAL HOURS 36 or 39

Family and Consumer Sciences
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+Advanced Licensure: Requirements for this degree were designed, and have been approved by the appropriate bodies at the state level, to meet the advanced competencies as mandated in the North Carolina Excellent Schools Act for Master-level teacher education programs.

Thesis: Optional (part of Product of Learning in the TEACHING concentration)

Proficiency: The language proficiency for entrance may be satisfied with the following courses, taken either before entry into the program or during graduate study:

- STT 2810 Introduction to Statistics
- STT 3820 Statistical Methods I
- OR
- FDN 5600 Educational Statistics, or equivalent

Comprehensive: All candidates will complete either a written comprehensive examination administered by the student's advisory committee or an oral presentation of a performance-based portfolio. Candidates selecting the TEACHING concentration must complete the portfolio; those selecting the ADMINISTRATION or ALLIED PERSONNEL concentrations may choose either option. The portfolio must be presented to the graduate committee and (for students in the TEACHING concentration, to practitioners from the public school system). An oral defense of the thesis is required when selecting the thesis option.

Product of Learning: Required for the TEACHING concentration.

Capstone/Capstone Experience: Presentation of portfolio and Product of Learning to committee and approved public audience (required for the TEACHING concentration).

Seminar: None required

MASTER OF ARTS IN FAMILY AND CONSUMER SCIENCES

Major Code: 529A/19.0101

Prerequisite: Baccalaureate degree from an accredited college or university.

Basic Criteria for Consideration:

(Undergraduate GPA X 400) + GRE Verbal + GRE Quantitative = 2000 OR Undergraduate GPA of 2.75 or greater and GRE Writing score of 3.5 or higher

Other Criteria for All Applicants:

Three recommendations.

Deadline: 1 July for Fall/ 1 November for Spring/ 1 April for Summer

Hours: 30 semester hours with thesis; 36 semester hours without thesis

Required Courses in Family and Consumer Sciences:

FCS	5001	Orientation to Research in Family and Consumer Sciences	3
FCS	5002	Family and Consumer Sciences Perspectives and Integrative Frameworks	3
		SUBTOTAL HOURS	6

Thesis Option:

FCS	5999	Thesis	1-4
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An approved minor outside the department	8-12
AND/OR	

Additional hours (5000 level or above) outside Family and Consumer Sciences:

With 8-12 s.h. minor	0
Without minor	0-8

Approved FCS Electives (5000 level or above)	8-23
(Requires approval of the program director and the departmental chair)	

SUBTOTAL HOURS	24
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TOTAL HOURS (with a thesis)	30***
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Non-Thesis Option:

An approved minor outside the department	8-12
AND/OR	

Additional hours (5000 level or above) outside Family and Consumer Sciences:

With 8-12 s.h. minor	0-6
Without minor	12-14

Approved FCS Electives (5000 level or above) 12-22

(Requires approval of the program director and the departmental chair)

SUBTOTAL HOURS 30

TOTAL HOURS (without a thesis) 36***

***A student entering the program with curricular deficiencies may be required to complete more than the minimum number of hours for completion of the program.

Thesis: Optional

Proficiency: The language proficiency for entrance into the program may be satisfied with the following courses, taken either before entry into the program or during graduate study:

- STT 2810 Introduction to Statistics
- STT 3820 Statistical Methods I
- OR
- FDN 5600 Educational Statistics, or equivalent

Comprehensive: A written comprehensive examination will be administered by the student's advisory committee. An oral defense of the thesis is required when selecting the thesis option.

Product of Learning: None required

Capstone/Capstone Experience: Presentation of Research Project or Thesis to committee.

Seminar: None required

MASTER OF ARTS IN FAMILY AND CONSUMER SCIENCES, EDUCATION+

Major Code: 527A/13.1308 [T]

Prerequisites:

Baccalaureate degree from an accredited college or university.
North Carolina "A" license or the equivalent from another state.

Basic Criteria for Consideration:

(Undergraduate GPA X 400) + GRE Verbal + GRE Quantitative = 2000

OR

Undergraduate GPA of 2.75 or greater and GRE Writing score of 3.5 or higher

Other Criteria for All Applicants:

Three recommendations.

Deadline: 1 July for Fall/ 1 November for Spring/ 1 April for Summer

Hours: 36 semester hours

+Advanced Licensure: Requirements for this degree were designed, and have been approved by the appropriate bodies at the state level, to meet the advanced competencies as mandated in the North Carolina Excellent Schools Act for Master-level teacher education programs.

Required Courses:

CI 5040/FDN 5040/RE 5040/SPE 5040 Teacher as Researcher	3
CI 5045/SPE 5045 Advanced Topics in Diversity	3
CI 5055 Connecting Learners and Subject Matter	3
CI 5585/LHE 5585 Teacher Leadership and School Improvement	3
FCS 5002 Family and Consumer Sciences Perspectives and Integrative Frameworks	3
FDN 5220 Computers in Educational Settings	3
FDN 5600 Educational Statistics	3
FCS 5525 Product of Learning	3

	SUBTOTAL HOURS	24
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Elective hours in Family and Consumer Sciences: (12 s.h.)

Graduate level course work (5000 level or above) to be selected in consultation with the graduate student advisor and with the approval of the departmental chair.

	SUBTOTAL HOURS	12
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	TOTAL HOURS	36
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Thesis: Optional (as part of Product of Learning)

Proficiency: Statistics [FDN 5600, Educational Statistics (3 s.h.)]

Comprehensive: None required

Product of Learning: Required

Capstone/Capstone Experience: Presentation of Product of Learning to committee and approved public audience.

Seminar: None required

Graduate Minor in Family and Consumer Sciences: (527/19.0101)

A graduate minor in Family and Consumer Sciences will consist of 12 s.h. of FCS coursework numbered 5000 level or above (except for FCS 5989), all of which must be approved by the family and consumer sciences graduate coordinator.

This minor may be chosen only by majors outside of the Department of Family and Consumer Sciences.

Graduate Minor outside the Department of Family and Consumer Sciences:

A graduate minor outside Family and Consumer Sciences consists of 8-12 s.h. of electives numbered 5000 level or above (except 5989) in a related discipline which must be approved by the family and consumer sciences graduate committee and the department involved.

(For an explanation of the course prefixes used in the following list of courses, see the index.)

FAMILY AND CONSUMER SCIENCES (FCS)**FCS 5001. Orientation to Research in Family and Consumer Sciences/(3).F.**

Orientation to and examination of research methodologies, collection and analyses of data, and preparation of reports. Prerequisites: any undergraduate statistics course including ECO 2100, STT 2810 or STT 3820, or FDN 4600/FDN 5600, or equivalent.

FCS 5002. Family and Consumer Sciences Perspectives and Integrative Frameworks/(3).F.

An examination of professional roles and behaviors, issues and trends, professional practice and ethics, and philosophical base of family and consumer sciences.

FCS 5100. Application and Theories of Child Development/(3).F.Odd-numbered years.

Consideration of selected meanings, definitions, and functions of theories of child development as related to practical application of these theories to program planning and implementation for preschool children in home and group settings.

FCS 5105. Family Life Education/(3).F.Even-numbered years.

Teaching strategies and methods for the family life parent educator.

FCS 5110. Practical Issues in Family Development/(3).F.Even-numbered years.

An introduction to major issues in family study with emphasis on exposure to professional literature, concepts, and current developments and practice in the field. Course will focus on practical approaches to family development and will draw from professional and practice-oriented literature in family and consumer sciences and

related fields.

FCS 5111. Advanced Developmental Assessment and Program Evaluation for Children/(3).S.Odd-numbered years.

This course is designed to provide students with skills and knowledge in assessing the development of children, and the interests, concerns, and priorities of families. Students will collect data for the purpose of monitoring children's progress, family outcomes, and program effectiveness. (Same as CI 5111/SPE 5111.)

FCS 5112. Advanced Developmental Curriculum and Instruction for Young Children/(3).F.Odd-numbered years.

This course is designed to provide students with advanced skills and knowledge in application of a research base to design, adapt and evaluate curriculum and environments suitable for the integration of infants, toddlers, preschool and kindergarten children of various developmental levels and abilities in inclusive settings. (Same as CI 5112/SPE 5112.)

FCS 5113. Seminar: Issues in Birth through Kindergarten Education/(3).S.Even-numbered years.

This seminar is designed to build leadership skills to enable the student to consult and collaborate with other professionals. It will permit the development of depth and breadth in professional growth as well, and provide the foundation for life-long learning for the advancement of knowledge in the field of early childhood education and early intervention. (Same as CI 5113/SPE 5113.)

FCS 5205. Maternal and Child Nutrition/(3).S.Even-numbered years.

An in-depth study of nutritional needs and problems from conception through adolescence, both nationally and internationally. An

examination of current trends in dietary intake, nutrition education during pregnancy and childhood, and the role of nutrition in child development. Prerequisite: FCS 2202 or equivalent.

FCS 5210. Nutrition for the Elderly/(3).S.Odd-numbered years.

An overview of the physiology, nutritional needs and nutritional status of the elderly and the interaction of nutrition, disease and medication. Lecture three hours. Prerequisite: graduate level status.

FCS 5220. Nutritional Assessment/(3).S.

A study of the techniques used to measure and evaluate the nutritional status of individuals and populations. Development of the techniques and skills to initiate and maintain dietary changes. Prerequisite: consent of the instructor.

FCS 5250. Dietetic Practice I/(3).F.

A seminar class designed for students enrolled in the AP4 program (pre-professional practice program) to enhance and supplement supervised practice learning activities. Ethical issues and professional standards will be discussed. Instructors and guest speakers will present and discuss current research relevant to health care in the clinical setting including: nutrition assessment, nutrition education, health promotion, medical nutrition therapies, and interrelationships of clinical care to other systems. Students will be responsible for case presentations and discussion. Graded on an S/U basis.

FCS 5255. Dietetic Practice II/(3).S.

A seminar class designed for students enrolled in the AP4 program (pre-professional practice program) to enhance and supplement supervised practice learning activities. Faculty and guest lecturers will present and discuss current research relevant to: the health care delivery system, administrative issues including foodservice delivery systems, quality management, nutrition care and education in community settings, and the legislative process. Students will be responsible for case presentations and discussion. Graded on an S/U basis.

FCS 5305. Recent Issues in Housing and Interiors/(3).On Demand.

A study of recent issues in housing and interiors. Prerequisite: FCS 1300 or equivalent.

FCS 5310. Historic Housing and Renovation/(3).On Demand.

A study of historical houses and their renovation for contemporary living. Prerequisite: FCS 3350/INT 3350 or equivalent.

FCS 5315. Housing for the Elderly/(3).On Demand.

An overview of housing for the elderly including housing needs, available housing, accommodations, housing dissatisfactions, attitudes toward living arrangements, housing standards and design, congregate housing, housing disruption and site/location criteria. Lecture three hours. Prerequisite: FCS 4315 or permission of the instructor.

FCS 5500. Independent Study/(1-4).F;S. Graduate students may broaden or intensify their program through
individual research and involvement in a given area of family and consumer sciences.

FCS 5525. Product of Learning/(1-3).On Demand.

Graded on an S/U basis.

FCS 5530-5549. Selected Topics/(1-4).On Demand.

An opportunity to study a special topic or combination of topics not otherwise provided for the Family and Consumer Sciences curriculum. May be repeated for credit when content does not duplicate.

FCS 5551. Families in Later Life/(3).F.

In-depth study of factors influencing interrelationships in family development in the later years. Lecture three hours. Prerequisite: FCS 2103 or permission of the instructor. [Dual-listed with FCS 4551.]

FCS 5552. Medical Terminology/Records/(1).S.

This course is designed to develop an understanding of the medical terminology and vocabulary as utilized in medical records and health professions. Lecture one hour. [Dual-listed with FCS 4552.]

FCS 5555. Nutritional Aspects of Exercise and Sports/(3).F;S.On Demand.

A study of nutrition specific to physical activity and sport performance. Topics will include metabolism during exercise, sport-related weight gain and loss, food and fluid intake for competition, nutritional ergogenic aids, exercise recovery nutrition, and various special topics. Prerequisites: ES 2000, ES 2010, ES 3450. Corequisite: CHE 2201. (Same as ES 5555). [Dual-listed with FCS 4555.]

FCS 5600. Families, Economics and Demographic Change/(3).On Demand.

An examination of the economic pressures on families and how these pressures have helped to produce demographic change in families. This process will involve the identification of major demographic changes, discussion of key elementary economic concepts, and the application of these concepts to the family setting. Prerequisite: FCS 2600 or ECO 2030 or equivalent.

FCS 5609. Seminar in Vocational Education/(1).F.

A study of the historical, legislative, and philosophical bases of vocational education; organization of vocational education in North Carolina; and contemporary issues in vocational education. Prerequisites: CI 2800/SPE 2800 and FDN 3800 or approval of the instructor. [Dual-listed with FCS 4609.]

FCS 5610. Administration of Early Childhood Programs/(3).S.

A study of the role of the program administrator in a variety of early childhood settings, both public, private and non-profit. This study will involve program planning, staff administration, assessment of facility and equipment needs, appropriate program and financial management using computer management software and studying the state regulations that govern programs for young children. Lecture three hours. Prerequisite: FCS 3101 or permission of the instructor. [Dual-listed with FCS 4610.]

FCS 5611. The Hospitalized Child/(3).S.

This course is designed to help students understand the procedures, illnesses, and stress that are experienced by children and families during hospitalization. This course will stress both theory and practice in working with children and families for professionals in non-medical areas. [Dual-listed with FCS 4611.]

FCS 5700. Advanced Curriculum in Family and Consumer Sciences/(3).On Demand.

Applying curriculum theory for updating and reorganizing secondary and postsecondary family and consumer sciences curriculum including the integration of FHA. Prerequisite: licensed family and consumer sciences teacher or permission of the instructor.

FCS 5705. Evaluation in Family and Consumer Sciences/(3).On Demand.

Evaluation theory, process, and skill in relation to assessing student achievement and program effectiveness. Application of knowledge will be made through the development of test item banks. Prerequisite: eligible for teaching license or permission of the instructor.

FCS 5710. Family and Consumer Sciences Communication Strategies/(3).F;On Demand.

Selection, organization, and use of strategies and materials for presenting family and consumer sciences related concepts. Lecture two hours, laboratory two hours. Prerequisite: eligible for teaching licensure or permission of the instructor.

FCS 5900. Internship/(3-12).F;S.

A structured field experience, paid or unpaid, in an area related to the program and supervised by department faculty. A proposal is to be submitted to the graduate committee and be approved for participation the semester previous to beginning the experience. No credit will be given for experience not previously approved. Prerequisite: 15 s.h. graduate courses toward degree program and proposal approved. Graded on an S/U basis.

FCS 5989. Graduate Research/(1-9).F;S.

This course is designed to provide access to University facilities for continuing graduate research at the master's and specialist's levels. Graded on an S/U basis. FCS 5989 does not count toward a degree.

FCS 5999. Thesis/(1-4).F;S.

Graded on an S/U basis.

Department of Finance, Banking and Insurance

Delbert C. Goff, Chair and Associate Professor

Ph.D., Florida State University

Corporate Finance and Financial Analysis

Robert L. Cherry, Jr., Professor

J.D., Wake Forest University M.B.A., The University of North Carolina at Chapel Hill

Law and Real Estate

Don R. Cox, Associate Dean for Accreditation in the Walker College of Business; and Associate Professor

Ph.D., Florida State University

Investments and Banking

Harry M. Davis, Professor

Ph.D., University of Georgia-Athens

Banking

Leigh E. Dunston, Adjunct Professor

J.D., Georgetown University

Law

John P. Geary, Associate Professor

Ph.D., George Peabody College for Teachers

Law

Heather M. Hulbert, Assistant Dean for Instructional Programs in the Walker College of Business; and Assistant Professor

Ph.D., Pennsylvania State University

Corporate Finance and Investments

Jarrod Johnston, Assistant Professor

Ph.D., Florida Atlantic University

Corporate Finance, Financial Planning

Terrill R. Keasler, Professor

Ph.D., University of Alabama, Tuscaloosa

Corporate Finance

Chris R. McNeil, Assistant Professor

Ph.D., University of South Carolina

Corporate and International Finance

Ivan C. Roten, Assistant Professor

Ph.D., University of Kentucky

Investments, Corporate Finance, and Financial Planning

David D. Wood, Professor

D.B.A., Louisiana Tech University

Financial Management and Insurance

The Department of Finance, Banking and Insurance offers course work at the graduate level in support of the Walker College of Business degree programs. Prerequisite to enrollment in a graduate course offered by the Department of Finance, Banking and Insurance is admission to a graduate program of study, admission to a graduate certificate program, or permission of the instructor and the departmental chair. In addition, enrollment in MBA courses requires permission of the MBA Program Director. A non-degree student must obtain permission from the Graduate School to enroll in 5000-level courses.

(For an explanation of the course prefixes used in the following list of courses, see the index.)

FINANCE, BANKING AND INSURANCE (FIN)

FIN 5020. Applied Financial Analysis/(3).On Demand.

The purpose of this course is to instruct the student in the use of electronic spreadsheets for the purpose of financial analysis. Financial models will be built and used for capital budgeting, working capital management as well as financial structure decisions. Prerequisites: admission to the MBA Program and MBA 5600.

FIN 5500. Independent Study/(1-4).F;S.On Demand.

FIN 5530-5549. Selected Topics/(1-4).On Demand.

FIN 5570. Risk Management/(3).On Demand.

Study of risk recognition, risk control, and risk financing techniques used to achieve basic organizational goals such as profit maximization, earnings stability, and growth. Case studies are used to provide insight to the risk management process. Prerequisite: FIN 3071. [Dual-listed with FIN 4570.]

FIN 5580. Financial Planning/(3).On Demand.

This course provides a comprehensive examination of the financial planning process that is necessary to reach individuals' goals relating to retirement planning, college planning and estate planning. Students will be given an opportunity to explore how insurance products and investments are utilized to meet long-term goals. Prerequisites: FIN 3780 and FIN 3880. [Dual-listed with FIN 4580.]

FIN 5610. Commercial Bank Management/(3).On Demand.

A study of the management decisions needed in order to successfully operate a commercial bank as a part of the financial services industry. The competitive structure of the industry and problems of banks and other financial institutions are considered. Emphasis is

given to asset/liability management. Prerequisites: FIN 3690, and either FIN 3790 or ECO 3070. [Dual-listed with FIN 4610.]

FIN 5620. Investment Management I/(3).On Demand.

An introduction to security analysis and investment management. Topics covered include using investment information resources, evaluation of overall economic and market conditions, and stock selection and evaluation methods. Particular emphasis is placed on the practical application of stock valuation techniques and other security analysis tools. Detailed stock analysis projects are completed and presented. Students receive hands-on investment experience through the management of the Elbert V. Bowden Student-Managed Investment Fund. Students taking this course MUST also take FIN 5622 (Investment Management II) and will not receive a grade in this course until FIN 5622 is completed. Prerequisite: permission of the instructor. Corequisites: FIN 3690 and FIN 3890. [Dual-listed with FIN 4620.]

FIN 5622. Investment Management II/(3).On Demand.

A continuation of the study of security analysis and investment management. More advanced topics and techniques are covered, including portfolio theory, asset allocation, market efficiency, and portfolio risk/return measurement and evaluation. Additional stock analysis projects are completed and presented. An annual report for the Elbert V. Bowden Student-Managed Investment Fund must be prepared and presented. Students receive hands-on investment experience through the management of the Student-Managed Investment Fund. Prerequisite: FIN 5620. [Dual-listed with FIN 4622.]

FIN 5660. Financial Decision Making and Statement Analysis/(3).On Demand.

A corporate finance course that focuses on applied financial analysis and financial decision making. Emphasis is placed on financial statement analysis and forecasting. Course coverage also includes analysis of risk and return and working capital management. Computer applications are required. Students are required to make presentations to the class. Prerequisite: FIN 3690. Corequisite: FIN 3890. [Dual-listed with FIN 4660.]

LAW (LAW)

LAW 5910. Health Law/(3).S.

This course is designed to provide students with a background in law as applied to health care organizations and health professionals. Particular emphasis is placed on the basis of liability of public and private hospitals, other health care service organizations, and health care personnel. Other topics include contracts, torts, duties, and administrative agency regulations unique to health care services organizations. Prerequisite: HCM 3110 or permission of the instructor. (Same as HCM 5910.) [Dual-listed with LAW 4910.]

FIN 5750. International Business Finance/(3).On Demand.

A study of international markets and the financial operations that take place in those markets. The financial aspects and operations of multinational corporations are highlighted. Key topics covered include exchange rate behavior and risk management, financing of international trade and operations, and international capital budgeting. Prerequisite: FIN 3680. [Dual-listed with FIN 4750.]

FIN 5989. Graduate Research/(1-9).On Demand.

This course is designed to provide access to University facilities for continuing graduate research at the master's and specialist's levels. Graded on an S/U basis. FIN 5989 does not count toward a degree.

Department of Foreign Languages and Literatures

Alexandra Sterling Hellenbrand, Chair and Associate Professor

Ph.D., Pennsylvania State University
German, Medieval Studies

Zhiyuan Chen, Associate Professor

Ph.D., University of Minnesota, Twin Cities Campus
Spanish, Linguistics

Victoria K. Cox, Associate Professor

Ph.D., University of Maryland
Latin American Literature

Benito del Pliego, Assistant Professor

Ph.D., Universidad Autonoma de Madrid
Contemporary Spanish Literature

Rainer H. Goetz, Assistant Dean of the College of Arts and Sciences; and

Professor

Ph.D., Duke University

Spanish Middle Ages and Golden Age

Josette C. Hollenbeck, Professor

Ph.D., University of Washington
French, Literature, Culture, Film

Michael E. Lane, Assistant Professor

Ph.D., The Pennsylvania State University
French, Gender/Genre Studies

Richard G. McGarry, Associate Professor

Ph.D., University of Florida at Gainesville
Linguistics, English as a Second Language

Beverly A. Moser, Associate Professor

Ph.D., Georgetown University
German, Applied Linguistics

Maria P. Napiorski, Assistant Professor

Ph.D., University of Houston
Spanish, Gender Studies, U.S. Hispanics

Judith R. Rothschild, Professor

Ph.D., The Johns Hopkins University
French Medieval Literature

The Department of Foreign Languages and Literatures offers the following graduate degree programs, and two graduate minors:

- (1) Master of Arts in Romance Languages, French (Major Code: 222A/16.0999)
- (2) Master of Arts in Romance Languages, French, (Teaching) (Major Code: 223*/16.0999) with concentrations in:
 - (a) Community College Teaching/French (223E)
 - (b) French, K-12 Teaching (M Level Licensure) (223D)[T]
- (3) Master of Arts in Romance Languages, Spanish (Major Code: 228A/16.0999)
- (4) Master of Arts in Romance Languages, Spanish (Teaching) (Major Code: 229*/16.0999) with concentrations in:
 - (a) Community College Teaching/Spanish (229E)
 - (b) Spanish, K-12 Teaching (M Level Licensure) (229D)[T]
- (5) Graduate minor in Romance Languages/French (222/16.0999)
- (6) Graduate minor in Romance Languages/Spanish (223/16.0999)

The program provides graduate course work targeted toward the following professional populations:

- a. teachers who hold or are eligible to hold the NC "A" certification and seek Master (M) Level Licensure, pursue continued state certification, and prepare to seek national teaching certification.
- b. students holding the BA or BS in French or Spanish who prepare for teaching at the Community College level.
- c. students holding a bachelor's degree in French or Spanish who seek preparation for further graduate study in these areas.

The program strives to strengthen existing language skills through continued development of target language proficiency in listening, speaking, reading, and writing, to enhance students' knowledge of the target culture, to develop a functional research capability and teaching skills, and to support practical experiences in using and teaching the target language.

With approval from the departmental chair, teachers seeking dual certification in French and Spanish may develop a program of study containing 18 hours of course work in French and 18 hours in Spanish.

Students entering the M. A. program must:

- (1) provide a writing sample in the target language (an original essay, personal statement, academic paper, undergraduate portfolio);
- (2) prepare, under the supervision of a language professor on campus or elsewhere, an audiocassette where they respond orally in the target language to a series of questions;
- (3) demonstrate credit for at least two literature courses and two culture courses taken at the undergraduate level.

Students who do not have undergraduate credit in those areas or whose language proficiency is inadequate may be required to take appropriate courses prior to being recommended for Admission to Candidacy.

NOTE: Graduate students who do not have adequate undergraduate credits may begin graduate study, IF, at the same time, they are completing the required undergraduate hours to fulfill the 30 hour prerequisite.

MASTER OF ARTS IN ROMANCE LANGUAGES, FRENCH

Major Code: 222A/16.0999

Prerequisites:

Baccalaureate degree in French from an accredited college or university.
Two undergraduate literature courses and two culture courses.

Basic Criteria for Consideration:

Cumulative Undergraduate GPA: 3.0 or higher
GPA in subject area: 3.2
Official GRE scores from ETS. No minimum scores have been established.

Other Criteria for All Applicants:

Writing sample in the target language (Spanish or French).

Three recommendations.

Audiotaped interview for evaluation of oral command of the target language.

International students must submit a writing sample in English, and must pass an oral interview in English.

Deadline: 1 July for Fall/ 1 November for Spring/ 1 April for Summer

Hours: 30 semester hours

Required Courses:

FL	5590	Issues in Teaching Foreign Languages and Cultures	3
FRE	5000	Research and Critical Theory	3
(can be waived for students who are not holding teaching assistantships.)			
		SUBTOTAL HOURS	3 or 6

Students must elect at least 21 semester hours from the following:

FRE	5001	Francophone Children's and Adolescent Literature	3
FRE	5002	Masterpieces of Francophone Art and Literature	3
FRE	5003	French Women Writers	3
FRE	5004	The French Media	3
FRE	5021	Poetry of French Expression	3
FRE	5023	Theater and Performance in French	3
FRE	5025	French Cultural Studies	3
FRE	5026	Francophone Cultures	3
FRE	5555	History of the French Language	3
FRE	5565	Advanced French Expression	3
Electives (FL 5530-5549, FL 5601, FRE 5500, FRE 5530-5549), chosen with the approval of the Advisor or the Program Director			0-6
		SUBTOTAL HOURS	21 or 24

Thesis:

FRE	5999	Thesis	3
		SUBTOTAL HOURS	3
		TOTAL HOURS	30

Thesis: Required

Proficiency: Proficiency in French is required.

Comprehensive: Each M.A. candidate maintains a portfolio of representative work generated in the course of the M.A. program. The portfolio contains updated copies of work produced for all classes in the content area, and serves as the basis for a one-hour oral comprehensive examination.

Product of Learning: None required

Capstone/Capstone Experience: None required

Seminar: None required

MASTER OF ARTS IN ROMANCE LANGUAGES, FRENCH (Teaching)**Major Code:** 223*/16.0999**Concentration:** Community College Teaching/French (223E)**Prerequisites:**

Baccalaureate degree in Spanish or French from an accredited college or university.

Two undergraduate literature courses and two culture courses.

Basic Criteria for Consideration:

Cumulative Undergraduate GPA: 3.0 or higher

GPA in subject area: 3.2

Official GRE scores from ETS. No minimum scores have been established.

Other Criteria for All Applicants:

Writing sample in the target language (Spanish or French).

Three recommendations.

Audiotaped interview for evaluation of oral command of the target language.

International students must submit a writing sample in English, and must pass an oral interview in English.

Deadline: 1 July for Fall/ 1 November for Spring/ 1 April for Summer**Hours:** 36 semester hours**Required Courses:**

FL	5590	Issues in Teaching Foreign Languages and Cultures	3
FL	5601	Bilingualism and Second Language Acquisition	3
SUBTOTAL HOURS			6

Students must elect at least 24 semester hours from the following:

FRE	5001	Francophone Children's and Adolescent Literature	3
FRE	5002	Masterpieces of Francophone Art and Literature	3
FRE	5003	French Women Writers	3
FRE	5004	The French Media	3
FRE	5021	Poetry of French Expression	3
FRE	5023	Theater and Performance in French	3
FRE	5025	French Cultural Studies	3
FRE	5026	Francophone Cultures	3
FRE	5555	History of the French Language	3
FRE	5565	Advanced French Expression	3
Electives (FL 5530-5549, FRE 5500, FRE 5530-5549), chosen with the approval of the Advisor or the Program Director			0-6
SUBTOTAL HOURS			24

Professional Education Courses:

Students must elect a total of 6 semester hours from the following:

HE	5420	The Community College	3
HE	5430	Organization and Administration of Postsecondary Education	3
HE	5440	Instruction in Postsecondary Institutions	3
HE	5630	The Adult Learner	3
HE	5810/LHE 5810	Planning Educational Programs	3
HE	6631	Teaching and Learning in Postsecondary Education	3
SUBTOTAL HOURS			6
TOTAL HOURS			36

Thesis: None required**Proficiency:** Proficiency in French is required.**Comprehensive:** Each M.A. candidate maintains a portfolio of representative work generated in the course of the M.A. program. The portfolio contains updated copies of work produced for all classes in the content area, and serves as the basis for a one-hour oral comprehensive examination.**Product of Learning:** None required**Capstone/Capstone Experience:** None required**Seminar:** None required

MASTER OF ARTS IN ROMANCE LANGUAGES, FRENCH (Teaching)+

Major Code: 223*/16.0999

Concentration: French, K-12 Teaching (M Level Licensure) (223D)[T]

Prerequisites:

Baccalaureate degree in Spanish or French from an accredited college or university.

North Carolina "A" license or the equivalent from another state.

30 semester hours of language study in French beyond the intermediate level.

Basic Criteria for Consideration:

Cumulative Undergraduate GPA: 3.0 or higher

GPA in subject area: 3.2 or higher

Official GRE scores from ETS. No minimum scores have been established.

Other Criteria for All Applicants:

Writing sample in the target language (Spanish or French).

Three recommendations.

Audiotaped interview for evaluation of oral command of the target language.

Deadline: 1 July for Fall/ 1 November for Spring/ 1 April for Summer**Hours:** 36 semester hours

+Advanced Licensure: Requirements for this degree were designed, and have been approved by the appropriate bodies at the state level, to meet the advanced competencies as mandated in the North Carolina Excellent Schools Act for Master-level teacher education programs.

Required Courses:

FL	5525	Product of Learning	3
FL	5590	Issues in Teaching Foreign Languages and Cultures	3
FL	5601	Bilingualism and Second Language Acquisition	3
SUBTOTAL HOURS			9

Students must elect at least 21 semester hours from the following:

FRE	5001	Francophone Children's and Adolescent Literature	3
FRE	5002	Masterpieces of Francophone Art and Literature	3
FRE	5003	French Women Writers	3
FRE	5004	The French Media	3
FRE	5021	Poetry of French Expression	3
FRE	5023	Theater and Performance in French	3
FRE	5025	French Cultural Studies	3
FRE	5026	Francophone Cultures	3
FRE	5555	History of the French Language	3
FRE	5565	Advanced French Expression	3
Electives (FL 5530-5549, FRE 5500, FRE 5530-5549), chosen with the approval of the Advisor or the Program Director			0-6
SUBTOTAL HOURS			21

Professional Education Courses:

CI 5045/SPE 5045	Advanced Topics in Diversity	3
CI 5585/LHE 5585	Teacher Leadership and School Improvement	3
SUBTOTAL HOURS		6
TOTAL HOURS		36

Thesis: None required**Proficiency:** Proficiency in French is required.

Comprehensive: Each M.A. candidate maintains a portfolio of representative work generated in the course of the M.A. program. The portfolio contains updated copies of work produced for all classes in the content area, and serves as the basis for a one-hour oral comprehensive examination.

Product of Learning: Required**Capstone/Capstone Experience:** Product of Learning**Seminar:** None required

MASTER OF ARTS IN ROMANCE LANGUAGES, SPANISH

Major Code: 228A/16.0999

Prerequisites:

Baccalaureate degree in Spanish from an accredited college or university.
Two undergraduate literature courses and two culture courses.

Basic Criteria for Consideration:

Cumulative Undergraduate GPA: 3.0 or higher
GPA in subject area: 3.2
Official GRE scores from ETS. No minimum scores have been established.

Other Criteria for All Applicants:

Writing sample in the target language (Spanish or French).
Three recommendations.
Audiotaped interview for evaluation of oral command of the target language.
International students must submit a writing sample in English, and must pass an oral interview in English.

Deadline: 1 July for Fall/ 1 November for Spring/ 1 April for Summer

Hours: 30 semester hours

Required Courses:

FL	5590	Issues in Teaching Foreign Languages and Cultures	3
		(can be waived for students who are not holding teaching assistantships.)	
SNH	5000	Research and Critical Theory	3
		SUBTOTAL HOURS	3 or 6

Students must elect at least 21 semester hours from the following:

SNH	5001	Hispanic Children's and Adolescent Literature	3
SNH	5002	Masterpieces of Hispanic Art and Literature	3
SNH	5003	Hispanic Short Fiction.....	3
SNH	5023	Poetry in Spain and Latin America	3
SNH	5024	Theatre and Performance in the Hispanic World	3
SNH	5026	Hispanic Cultural Studies	3
SNH	5027	The Media in Latin America and Spain	3
SNH	5555	History of the Spanish Language	3
SNH	5565	Advanced Spanish Expression	3
Electives (FL 5530-5549, FL 5601, SNH 5500, SNH 5530-5549), chosen with the approval of the Advisor or the Program Director		.....	0-6
		SUBTOTAL HOURS	21 or 24

Thesis:

SNH	5999	Thesis	3
		SUBTOTAL HOURS	3
		TOTAL HOURS	30

Thesis: Required

Proficiency: Proficiency in Spanish is required.

Comprehensive: Each M.A. candidate maintains a portfolio of representative work generated in the course of the M.A. program. The portfolio contains updated copies of work produced for all classes in the content area, and serves as the basis for a one-hour oral comprehensive examination.

Product of Learning: None required

Capstone/Capstone Experience: None required

Seminar: None required

MASTER OF ARTS IN ROMANCE LANGUAGES, SPANISH (Teaching)**Major Code:** 229***Concentration:** Community College Teaching/Spanish (229E)**Prerequisites:**

Baccalaureate degree in Spanish or French from an accredited college or university.
Two undergraduate literature courses and two culture courses.

Basic Criteria for Consideration:

Cumulative Undergraduate GPA: 3.0 or higher

GPA in subject area: 3.2

Official GRE scores from ETS. No minimum scores have been established.

Other Criteria for All Applicants:

Writing sample in the target language (Spanish or French).

Three recommendations.

Audiotaped interview for evaluation of oral command of the target language.

International students must submit a writing sample in English, and must pass an oral interview in English.

Deadline: 1 July for Fall/ 1 November for Spring/ 1 April for Summer**Hours:** 36 semester hours**Required Courses:**

FL	5590	Issues in Teaching Foreign Languages and Cultures	3
FL	5601	Bilingualism and Second Language Acquisition	3
		SUBTOTAL HOURS	6

Students must elect at least 24 semester hours from the following:

SNH	5001	Hispanic Children's and Adolescent Literature	3
SNH	5002	Masterpieces of Hispanic Art and Literature	3
SNH	5003	Hispanic Short Fiction	3
SNH	5023	Poetry in Spain and Latin America	3
SNH	5024	Theatre and Performance in the Hispanic World	3
SNH	5026	Hispanic Cultural Studies	3
SNH	5027	The Media in Latin America and Spain	3
SNH	5555	History of the Spanish Language	3
SNH	5565	Advanced Spanish Expression	3
Electives (FL 5530-5549, SNH 5500, SNH 5530-5549), chosen with the approval of the Advisor or the Program Director		0-6	
		SUBTOTAL HOURS	24

Professional Education Courses:

Students will elect a total of 6 semester hours from the following:

HE	5420	The Community College	3
HE	5430	Organization and Administration of Postsecondary Education	3
HE	5440	Instruction in Postsecondary Institutions	3
HE	5630	The Adult Learner	3
HE 5810/LHE 5810		Planning Educational Programs	3
HE	6631	Teaching and Learning in Postsecondary Education	3
		SUBTOTAL HOURS	6
		TOTAL HOURS	36

Thesis: None required**Proficiency:** Proficiency in Spanish is required.

Comprehensive: Each M.A. candidate maintains a portfolio of representative work generated in the course of the M.A. program. The portfolio contains updated copies of work produced for all classes in the content area, and serves as the basis for a one-hour oral comprehensive examination.

Product of Learning: None required**Capstone/Capstone Experience:** None required**Seminar:** None required

MASTER OF ARTS IN ROMANCE LANGUAGES, SPANISH (Teaching)+**Major Code:** 229*/16.0999**Concentration:** Spanish, K-12 Teaching (M Level Licensure) (229D)[T]**Prerequisites:**

Baccalaureate degree in Spanish or French from an accredited college or university.

North Carolina "A" license or the equivalent from another state.

30 semester hours of language study in Spanish beyond the intermediate level.

Basic Criteria for Consideration:

Cumulative Undergraduate GPA: 3.0 or higher

GPA in subject area: 3.2 or higher

Official GRE scores from ETS. No minimum scores have been established.

Other Criteria for All Applicants:

Writing sample in the target language (Spanish or French).

Three recommendations.

Audiotaped interview for evaluation of oral command of the target language.

Deadline: 1 July for Fall/ 1 November for Spring/ 1 April for Summer**Hours:** 36 semester hours

+Advanced Licensure: Requirements for this degree were designed, and have been approved by the appropriate bodies at the state level, to meet the advanced competencies as mandated in the North Carolina Excellent Schools Act for Master-level teacher education programs.

Required Courses:

FL	5525	Product of Learning	3
FL	5590	Issues in Teaching Foreign Languages and Cultures	3
FL	5601	Bilingualism and Second Language Acquisition	3
SUBTOTAL HOURS			9

Students must elect at least 21 semester hours from the following:

SNH	5001	Hispanic Children's and Adolescent Literature	3
SNH	5002	Masterpieces of Hispanic Art and Literature	3
SNH	5003	Hispanic Short Fiction	3
SNH	5023	Poetry in Spain and Latin America	3
SNH	5024	Theatre and Performance in the Hispanic World	3
SNH	5026	Hispanic Cultural Studies	3
SNH	5027	The Media in Latin America and Spain	3
SNH	5555	History of the Spanish Language	3
SNH	5565	Advanced Spanish Expression	3
Electives (FL 5530-5549, SNH 5500, SNH 5530-5549), chosen with the approval of the Advisor or the Program Director			0-6
SUBTOTAL HOURS			21

Professional Education Courses:

CI 5045/SPE 5045	Advanced Topics in Diversity	3
CI 5585/LHE 5585	Teacher Leadership and School Improvement	3
SUBTOTAL HOURS		6
TOTAL HOURS		36

Thesis: None required**Proficiency:** Proficiency in Spanish is required.

Comprehensive: Each M.A. candidate maintains a portfolio of representative work generated in the course of the M.A. program. The portfolio contains updated copies of work produced for all classes in the content area, and serves as the basis for a one-hour oral comprehensive examination.

Product of Learning: Required**Capstone/Capstone Experience:** Product of Learning**Seminar:** None required

Graduate Minor in Romance Languages/French (222/16.0999)

A graduate (M.A.) minor in Romance Languages/French consists of 8 to 12 semester hours selected from French offerings numbered 5000 or above, except FRE 5989.

Graduate Minor in Romance Languages/Spanish (223/16.0999)

A graduate (M.A.) minor in Romance Languages/Spanish consists of 8 to 12 semester hours selected from Spanish offerings numbered 5000 or above, except SNH 5989.

STUDY ABROAD: Candidates for the M.A. are strongly encouraged to arrange a study abroad program of at least six weeks duration during the course of their studies. The department will approve up to six (6) semester hours of graduate work completed in an approved study abroad program. Approval of programs and course work is done on an individual basis.

(For an explanation of the course prefixes used in the following list of courses, see the index.)

FOREIGN LANGUAGES AND LITERATURES (FL)**FL 5500. Independent Study/(1-3).F;S.****FL 5525. Product of Learning/(3).On Demand.**

An on-going research/pedagogical project in thesis or portfolio form. Graded on an S/U basis.

FL 5530-5549. Selected Topics/(1-4).On Demand.**FL 5550. Structure of Modern English for TESL/(3).F.On Demand.**

This course will investigate the structure of the English language from the viewpoint of modern linguistics. Focus will be placed on the role of grammar in the second language classroom and methods of teaching grammar in a communicative context. Prerequisites: two years of foreign language and FL 2050. [Dual-listed with FL 4550.]

FL 5551. Materials and Methods in TESL/(3).S.On Demand.

A survey of various methods and materials to teach English to speakers of other languages. Discussion will focus on factors affecting how curricula are developed to most effectively teach speaking, listening, reading, writing, and culture to ESL students. Central to this course will be: an emphasis on various methods used to teach ESL holistically and in the context of a particular content; assessment; materials and resources; and the growth and development of the field of ESL. Prerequisites: two years of foreign language and FL 2050. [Dual-listed with FL 4551.]

FL 5555. Practicum in TESL/(3).S.On Demand.

This course provides future ESL teachers with experience teaching English to speakers of other languages in a supervised setting. As a part of this course, students complete a project/portfolio for use in future instruction. Prerequisites: two years of foreign language and FL 2050, FL 3010, FL 3020, FL 5550. May be taken concurrently with FL 5551. [Dual-listed with FL 4555.]

FL 5590. Issues in Teaching Foreign Languages and Cultures/(3).S.

An examination of current methodologies for teaching and research in second language learning across varied instructional settings, with practical applications that reflect an evolving standard of professionalism for foreign language teachers. A textbook along with recent publications on the National Standards for Language Teaching are the core readings for the course, with additional articles placed on reserve in the Library.

FL 5600. Linguistics/(3).SS.

Study of sounds/intonation, word formation, syntax, semantics, pragmatics and their application to learning a second language. Different theoretical approaches will be explained. Students will apply linguistic concepts to problems in a variety of languages. The course will also demonstrate how linguistics analyzes dialects and resolves

problems of language learning and teaching.

FL 5601. Bilingualism and Second Language Acquisition/(3).F.

An examination of competing views of second language acquisition which inform the way foreign languages are taught. Introduction to a variety of research methods and practices typically used to study and assess student learning. The course culminates in the design of a second-language acquisition project by the student.

FL 5989. Graduate Research/(1-9).F;S.

This course is designed to provide access to University facilities for continuing graduate research at the master's and specialist's levels. Graded on an S/U basis. FL 5989 does not count toward a degree.

FRENCH (FRE)**FRE 5000. Research and Critical Theory/(3).F.On Demand.**

Overview of source materials and advanced research methodologies in foreign languages. Study of the various critical movements and disciplinary approaches to language and literature. Practical application of methods for uncovering, evaluating, organizing, and reporting of source material. (Same as SNH 5000.)

FRE 5001. Francophone Children's and Adolescent Literature/(3).S.

This course will investigate the history and development of children's and adolescent literature in France and in the francophone world. Study of roles and perceptions of the child and adolescent as these appear in fictional and (auto)biographical writings, and various mass media. Readings may vary.

FRE 5002. Masterpieces of Francophone Art and Literature/(3).F.

A study of French and Francophone plastic, performance, and verbal art from various historical periods and geographic origins. The course offers a pluridisciplinary exploration of relationships between artistic works and the cultures that produce them. Readings may vary.

FRE 5003. French Women Writers/(3).F.

An examination of French women writers and their works from the Middle Ages to the present. The survey will consider examples of many genres women have created, used, or adapted. Primary sources chosen for important themes will be complemented by historical and critical readings. Selection of authors and works will vary from semester to semester.

FRE 5004. The French Media/(3).F.

The course explores the historical evolution, vehicles of diffusion, purposes, and importance of French media from traditional print to innovative hypertext, and from rudimentary radio to digital broadcasting of the "information age." Coursework includes theoretical readings that complement a "hands-on" investigation and manipulation of these various media.

FRE 5021. Poetry of French Expression/(3).S.

Comprehensive overview of poetic form, function, and analysis as these pertain to the French-speaking world and French and Francophone literary history. Commented readings of representative poetic texts as products of culture and as tools for language learning.

FRE 5023. Theater and Performance in French/(3).F.

Study of a variety of aspects pertaining to theatricality and theatrical genres from traditional venues to pop culture icons. Primary texts will be complemented by theoretical works, film adaptations, and other media presentations. Readings may vary.

FRE 5025. French Cultural Studies/(3).S.

A study of various artifacts, historic events, and cultural practices and theories that have shaped the private and public spheres of social and institutional development in France. Readings may vary.

FRE 5026. Francophone Cultures/(3).S.

This course consists of an in-depth study of selected literary texts and other cultural artifacts (such as films, newspapers, magazines) that underline the traditional and contemporary aspects of Francophone culture. Laboratory work will be mandatory.

FRE 5500. Independent Study/(1-3).On Demand.

FRE 5530-5549. Selected Topics/(1-4).On Demand.

FRE 5555. History of the French Language/(3).S.

Study of the evolution of French from Latin to its present form; internal developments and external influences. Study of phonology, morphology and syntax of Old French and reading of selected Old French texts.

FRE 5565. Advanced French Expression/(3).F.

Students will have the opportunity to advance their oral and written proficiencies by examining and using different registers of contemporary spoken French as well as analyzing different written genres. Their oral work will be based on reading and discussing current articles from newspapers and periodicals; their written work will be modeled on selected literary and cultural narratives written by experienced French writers. Prerequisites: senior or graduate standing and FRE 3080, or consent of the instructor. [Dual-listed with FRE 4565.]

FRE 5989. Graduate Research/(1-9).F;S.

This course is designed to provide access to University facilities for continuing graduate research at the master's and specialist's levels. Graded on an S/U basis. FRE 5989 does not count toward a degree.

FRE 5999. Thesis/(3).On Demand.

Graded on an S/U basis.

SPANISH (SNH)

SNH 5000. Research and Critical Theory/(3).F.On Demand.

Overview of source materials and advanced research methodologies in foreign languages. Study of the various critical movements and disciplinary approaches to language and literature. Practical application of methods for uncovering, evaluating, organizing, and reporting of source material. (Same as FRE 5000.)

SNH 5001. Hispanic Children's and Adolescent Literature/(3).F.

Commented readings of literary works in different genres written for children and adolescents. Study of the evolution and theory of

children's and adolescent literature in Latin America and Spain. Special focus on the cultural background, cross-cultural ties, and pedagogy of children's and adolescent literature.

SNH 5002. Masterpieces of Hispanic Art and Literature/(3).S.

Study of seminal works in Spanish and Latin American art and literature, and their literary and cultural impact. Cross-disciplinary approach, taking into account the social, cultural, political, and historical context and impact of texts and objects. Barring duplication of content, the course may be repeated once.

SNH 5003. Hispanic Short Fiction/(3).S.

A study of the short story in Hispanic literature, which will examine the genre from a cultural and literary perspective. Readings and commentary of selected short stories, especially by women and ethnic authors, will trace the history of the genre and explore its main themes. Primary sources will be complemented by literary historical and critical readings.

SNH 5023. Poetry in Spain and Latin America/(3).F.

A study of Hispanic poetry which will examine the formal and thematic characteristics of the genre through some of the most meaningful texts by Spanish and Latin American poets. The course includes readings and commentaries of poems as vehicles of cultural diversity and self-expression. Special focus is on the pedagogical potential of poetry in the second language learning process.

SNH 5024. Theater and Performance in the Hispanic World/(3).S.

The course offers an examination of Latin American and Spanish plays and performances from an interdisciplinary perspective, and within the context of Hispanic culture and history. Students will study Hispanic plays and performances as texts, spectacles, and learning tools.

SNH 5026. Hispanic Cultural Studies/(3).F.

Reading and analysis of articles, books, comics, movies and songs which enable understanding of historical and current cultural issues. The course offers a critical analysis of common definitions and concepts of Hispanic culture, and will provide the opportunity to gain new perspectives relative to literary and cultural artifacts.

SNH 5027. The Media in Latin America and Spain/(3).S.

Study of newspapers, magazines, music, TV programs, and films as products and producers of culture in Spain and Latin America. The course will provide students with the opportunity to acquaint themselves with theoretical approaches to media, and will allow them to develop practical applications of various media in the instructional process.

SNH 5500. Independent Study/(1-3).On Demand.

SNH 5530-5549. Selected Topics/(1-4).On Demand.

SNH 5555. History of the Spanish Language/(3).S.

Study of the evolution of Spanish from Latin to its present form; internal developments and external influences. Study of phonology, morphology and syntax of Old Spanish and reading of selected Old Spanish texts. [Dual-listed with SNH 4555.]

SNH 5565. Advanced Spanish Expression/(3).F.On Demand.

An advanced language course where students will have the opportunity to perfect their mastery of the spoken and written language. Students will explore different writing genres and model their work on the literary and cultural narratives written by experienced Spanish writers, and will be provided with the necessary tools to develop their oral language skills. Prerequisites: senior or graduate standing and SNH 3080, or consent of the instructor. [Dual-listed with SNH 4565.]

SNH 5989. Graduate Research/(1-9).F;S.

This course is designed to provide access to University facilities for continuing graduate research at the master's and specialist's levels. Graded on an S/U basis. SNH 5989 does not count toward a degree.

SNH 5999. Thesis/(3).On Demand.

Graded on an S/U basis.

Department of Geography and Planning

James E. Young, Chair and Associate Professor

Ph.D., University of Minnesota

Cartography, Russia, Geographic Education

Robert N. Brown, Assistant Professor

Ph.D., Louisiana State University

Migration, American South, Ethnomusicology

Jeffrey D. Colby, Assistant Professor

Ph.D., University of Colorado

GIS, Remote Sensing, Physical Geography

Garry V. Cooper, Professor

DED, Texas A&M University

Planning Techniques, Planning Strategies

Richard J. Crepeau, Associate Professor

Ph.D., University of California at Irvine

Transportation Planning, Planning Techniques

Gabrielle L. Katz, Assistant Professor

Ph.D., University of Colorado

Biogeography, Hydrology, Environmental Geography

Michael W. Mayfield, Professor

Ph.D., University of Tennessee at Knoxville

Hydrology, Global Change

Arthur B. Rex, Lecturer

M.A., Appalachian State University

GIS, Computer Cartography, Physical Geography

Kathleen A. Schroeder, Associate Professor

Ph.D., University of Minnesota

Latin America, Developing World

Peter T. Soule, Professor*

Ph.D., University of Georgia

Climatology, Natural Hazards

Roger A. Winsor, Professor

Ph.D., University of Illinois

Historical and Social Geography

The Department of Geography and Planning offers the Master of Arts degree in Geography, Thesis Option (237A/45.0701) and the Master of Arts degree in Geography, Non-Thesis Option (237*/45.0701) with concentrations in General Geography (237B) and Planning (237C). The graduate degree programs in Geography are designed to provide students with a broad range of academic and professional options. Foundations of the programs include preparing students for: 1) Ph.D. work in geography or planning, and 2) professional opportunities in applied geography and planning. The department also offers a graduate minor in Geography (241/45.0701).

The Department of Geography and Planning also participates in a program leading to a Master of Arts degree in Social Science, Education (282*/13.1317) with concentrations in: Community College/Geography (282N), and Secondary School (Advanced Licensure)/Geography (282T)[T]. For detailed requirements, see the Social Science description.

MASTER OF ARTS IN GEOGRAPHY (Thesis Option)

Major Code: 237A/45.0701

Prerequisite:

A baccalaureate degree from an accredited college or university.

(*NOTE: Students entering the graduate program without a baccalaureate degree in geography are required to make up deficiencies in the areas of physical geography, human geography, and geographic techniques in consultation with the graduate committee.*)

Basic Criteria for Consideration:

Minimum requirement for admission: (Undergraduate GPA X 400) + GRE-V + GRE-Q = 2000

Other Criteria for All Applicants:

Three recommendations.

Cover letter (not to exceed two pages) stating reasons why applicant wishes to enter the program.

Deadline: 1 July for Fall/ 1 November for Spring/ 1 April for Summer

Hours: 30 semester hours

Required Courses:

GHY 5000	Research Themes and Methods	3
GHY 5100	Seminar in Physical Geography	3
GHY 5130	Seminar in Human Geography	3
GHY 5800	Quantitative Methods	3
GHY 5999	Thesis	4
SUBTOTAL HOURS		16
Electives (5000 level or above)		14
SUBTOTAL HOURS		14
TOTAL HOURS		30

Geography and Planning
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Thesis: Required

Proficiency: None required

Comprehensive: Required

Product of Learning: None required

Capstone/Capstone Experience: None required

Seminar: None required

MASTER OF ARTS IN GEOGRAPHY (Non-Thesis Option)

Major Code: 237*/45.0701

Concentrations: General Geography (237B)
Planning (237C)

Prerequisite:

A baccalaureate degree from an accredited college or university.

(*NOTE: Students entering the graduate program without a baccalaureate degree in geography are required to make up deficiencies in the areas of physical geography, human geography, and geographic techniques in consultation with the graduate committee.*)

Basic Criteria for Consideration:

Minimum requirement for admission: (Undergraduate GPA X 400) + GRE-V + GRE-Q = 2000

Other Criteria for All Applicants:

Three recommendations.

Cover letter (not to exceed two pages) stating reasons why applicant wishes to enter the program.

Deadline: 1 July for Fall/ 1 November for Spring/ 1 April for Summer

Hours: 36 semester hours

Students must select one of the following concentrations:

GENERAL GEOGRAPHY CONCENTRATION (237B)

Required Courses:

GHY	5000	Research Themes and Methods	3
GHY	5100	Seminar in Physical Geography	3
GHY	5130	Seminar in Human Geography.....	3
GHY	5400	Planning Process	3
GHY	5800	Quantitative Methods	3
GHY	5900	*Internship in Geography	6

*The Internship will not be initiated until the student has been admitted to candidacy for the graduate degree. The student will complete a research project dealing with the internship experience and an oral defense of the project in lieu of a thesis.

SUBTOTAL HOURS **21**

Electives (5000 level or above) **15**

SUBTOTAL HOURS **15**

TOTAL HOURS **36**

PLANNING CONCENTRATION (237C)

Required Courses:

GHY	5000	Research Themes and Methods	3
GHY	5100	Seminar in Physical Geography	3
GHY	5130	Seminar in Human Geography.....	3
GHY	5400	Planning Process	3
GHY	5800	Quantitative Methods	3
GHY	5900	*Internship in Geography	6

*The Internship will not be initiated until the student has been admitted to candidacy for the graduate degree. The student will

complete a research project dealing with the internship experience and an oral defense of the project in lieu of a thesis.

SUBTOTAL HOURS **21**

Electives:

Planning Course Electives (5000 level or above)	9
Interdisciplinary Electives (5000 level or above)	6
SUBTOTAL HOURS	15
TOTAL HOURS	36

Thesis: None required

Proficiency: None required

Comprehensive: Required

Product of Learning: None required

Capstone/Capstone Experience: None required

Seminar: None required

Graduate Minor in Geography (241/45.0701)

A graduate (M.A.) minor in Geography consists of 9-12 semester hours selected from the courses listed below:

GHY 5000	Research Themes and Methods	3
GHY 5100	Seminar in Physical Geography	3
GHY 5110	Seminar in Spatial Analysis	3
GHY 5130	Seminar in Human Geography	3
GHY 5400	Planning Process	3

(For an explanation of the course prefixes used in the following list of courses, see the index.)

GEOGRAPHY (GHY)

GHY 5000. Research Themes and Methods/(3).F.

Study of the historical, ongoing, and emerging research themes and methods in geography; the students will examine and practice the processes of organizing research, gathering and analyzing data, and presenting research results in written and oral formats. Required within the initial 12 hours of graduate study.

GHY 5100. Seminar in Physical Geography/(3).S.

An exploration of special problems related to physical geography with emphasis placed on their impact on the human environment. Barring duplication of content, a student may repeat this course for credit.

GHY 5110. Seminar in Spatial Analysis/(3).

On Demand. An exploration of unique problems related to one component of spatial analysis: cartography, remote sensing, quantitative/qualitative research methods, geographic information systems, or regional analysis. Barring duplication of content, a student may repeat this course for credit.

GHY 5130. Seminar in Human Geography/(3).S.

An exploration of special problems related to human geography with emphasis placed on spatial patterns and processes. Barring duplication of content, a student may repeat this course for credit.

GHY 5301. Regional Geography/(3).SS.

An in-depth examination of the world from a regional perspective with special attention given to conceptual topics such as world population growth, economic development and environmental problems.

GHY 5400. Planning Process/(3).F.

The planning process is explored in detail by examining the roles and relationships of planning agencies/functions at the various lev-

els of government and in the private sector. The functions and goals of planning are also approached from a topical point of view in order for the student to see how continuous planning enhances decision-making processes. Selected planning theories/techniques are reviewed and evaluated.

GHY 5500. Independent Study/(1-4).F;S.

GHY 5530-5549. Selected Topics/(1-4).On Demand.

GHY 5620. Synoptic and Regional Climatology/(3).F.

Alternate years. This course focuses on atmospheric controls and processes at the synoptic scale. Basic meteorological elements and concepts such as jet streams, long-range forecasting, cyclogenesis, and vorticity are discussed. Local and regional climatic patterns and anomalies are examined with respect to the dynamics of the large-scale circulation features of the atmosphere. [Dual-listed with GHY 4620.]

GHY 5800. Quantitative Methods/(3).F;S.

The study of the quantitative methodology relating to the analysis of relationships between people and their physical environment, their spatial consequences, and the resulting regional structures that have emerged on the earth's surface. Graduate students apply quantitative methods to a geographic topic and report results in a professional quality paper. Prerequisite: STT 2810 or permission of the instructor. [Dual-listed with GHY 4800.]

GHY 5810. Digital Image Processing/(3).F.

Course focuses on acquisition of digital images, image processing, image enhancement techniques for interpretation, and applications of remote sensing technology. Lecture two hours, laboratory two hours. [Dual-listed with GHY 4810.]

GHY 5812. Advanced GIS/(3).F;S.

GIS is a wide ranging topic encompassing five distinct functions within a total system context. These functions are: 1) data input, 2) data storage, 3) data management, 4) data manipulation and analysis, and 5) data output. Emphasis will be placed on the applications frequently found in geography and planning. This course is project oriented to give the student maximum experience in each of the functions of a GIS and to allow the student to associate the technical areas of GIS with "real world" scenarios. Lecture two hours, laboratory two hours. [Dual-listed with GHY 4812.]

GHY 5820. Geographical Hydrology/(3).S.

Study of the occurrence and movement of water on the earth, with a focus on applications of surface hydrology. Water movement through the hydrologic cycle, flood analysis, and water use/water policy are emphasized. [Dual-listed with GHY 4820.]

GHY 5850. Social Science Seminar/(3).

On Demand. A review and evaluation of the literature of the individual social science disciplines, as well as social science in general, emphasizing contemporary contexts, philosophical underpinnings, theoretical concerns, and methodological convergence. Prerequisite: twelve semester hours of graduate work. (Same as CJ 5850/HIS 5850/PS 5850/SOC 5850.)

GHY 5900. Internship in Geography/(3-12).F;S.

The internship emphasizes field work in the areas of locational analysis, environmental assessment and impact, and/or land use planning. For the Master of Arts (teacher licensure program) the internship involves teaching one or more geography courses in an appropriate setting. The type of internship, location of field experience, and sponsoring agency must be satisfactory to the student and to the department. A research paper is required. Graded on an S/U basis.

GHY 5989. Graduate Research/(1-9).F;S.

This course is designed to provide access to University facilities for continuing graduate research at the master's and specialist's levels. Graded on an S/U basis. GHY 5989 does not count toward a degree.

GHY 5999. Thesis/(4).F;S.

Graded on an S/U basis.

COMMUNITY AND REGIONAL PLANNING (PLN)

PLN 5425. Task-Oriented Group Facilitation Methods/(3).S.

Learn how to maximize the collective power of groups, organizations, and communities by developing facilitation skills that help groups think, talk, and work together. Application opportunities using these skills include community development, organizational planning, education, government, and other occasions when people want to turn ideas into productive action and meaningful accomplishments. (Same as COM 5425.)

PLN 5530-5549. Selected Topics/(1-4).On Demand.

PLN 5700. Project Management/(3).S.

Simulated experiences involving complex procedures and methods pertinent to planning projects. The student will have opportunities to develop and utilize various project management skills and abilities, to include preparation of a community development proposal for external funding. Open to geography, planning, political science, real estate and leisure studies majors; others by permission of the instructor. Lecture two hours, laboratory two hours. [Dual-listed with PLN 4700.]

Department of Geology

Johnny A. Waters, Chair and Professor

Ph.D., Indiana University

Paleontology

Ellen A. Cowan, Professor

Ph.D., Northern Illinois University

Geomorphology, Hydrogeology, Glacial Marine Sedimentology

Steven J. Hageman, Associate Professor

Ph.D., University of Illinois,

Urbana Paleontology

Loren A. Raymond, Professor

Ph.D., University of California, Davis

Petrotectonics, Petrology, Structural Geology

The Department of Geology does not offer a graduate program. The following courses are used to complement other graduate degree programs.

(For an explanation of the course prefixes used in the following list of courses, see the index.)

GEOLOGY (GLY)

GLY 5500. Independent Study/(1-3).On Demand.

GLY 5530-5549. Selected Topics/(1-4).On Demand.

GLY 5620. Hydrogeology/(4).S.

Even-numbered years. The occurrence of groundwater resources; factors governing groundwater movement through aquifers; and an analysis of techniques for measuring a water resource are the focus of this course. Groundwater contamination and remediation methods will be introduced. Prerequisites: at least junior standing and a minimum of six semester hours of geology courses above the 1000 level or permission of the instructor. Lecture three hours, laboratory three hours. [Dual-listed with GLY 4620.]

GLY 5703. Advanced Environmental and Engineering Geology/(4).S.

Field and laboratory analysis of problems arising from interactions between humans and Earth and application of geologic knowledge to the mitigation of these problems. Prerequisites: GLY 1103, GLY 2215, and GLY 3150. Lecture two hours; field practicum six hours. [Dual-listed with GLY 4703.]

GLY 5835. Summer Field Geology/(6).SS.

An intensive five to six week practicum in making geologic maps, measuring sections, and using other field techniques. Prerequisites: GLY 3150, GLY 3715, and GLY 3800. [Dual-listed with GLY 4835.]

Gerontology

Edwin Rosenberg, Director of the Gerontology Program; and Professor in the Department of Sociology and Social Work

Ph.D., University of Southern California

Gerontology, Research Methods, Sociology of Sport

W. Edward Folts, Professor and Chair of the Department of Sociology and Social Work

Ph.D., University of Florida

Gerontology, Complex Organizations

James R. Peacock, Assistant Professor in the Department of Sociology and Social Work

Ph.D., The University of Akron

Gerontology, Life Course, Death/Dying, Religion/Religiosity/
Spirituality

Dayna R. Touron, Assistant Professor in the Department of Psychology

Ph.D., Syracuse University

Cognitive Aging, Skill Acquisition, Strategy Use and Metacognition

Mark E. Venable, Associate Professor in the Department of Biology

Ph.D., Wake Forest University

Cell Biology, Aging, Lipids

The Department of Sociology and Social Work offers the following graduate degrees in Gerontology:

- (1) Master of Arts in Gerontology (Major Code: 245A/30.1101)
- (2) Master of Arts in Gerontology (Major Code: 256*/30.1101) with three possible concentrations:
 - (a) Counseling (256B)
 - (b) Lifespan Transitions (256D)
 - (c) Program Administration (256C)

GRADUATE CERTIFICATE IN GERONTOLOGY

The Department of Sociology and Social Work also offers on-campus and on-line graduate certificates in Gerontology (110A/30.1101). For more information, contact the Program Director at (828) 262-6146, or visit our website at www.aging.appstate.edu.

The Gerontology program, housed in the Department of Sociology and Social Work, prepares students for positions requiring graduate-level knowledge and skills in the field of aging. The program emphasizes knowledge about the psychological, sociological, and biological processes of normal aging as they affect the diverse and rapidly growing population of older adults in the state and the nation. Theory, research and professional career preparation are emphasized, as is knowledge and understanding of public policies implemented through federal and state programs.

Some courses may require prerequisites. It is the responsibility of the candidate to meet all prerequisites. The candidate's undergraduate program must have included a course in statistics and a course in research methods. Candidates who are deficient in these or any other undergraduate prerequisites must take the equivalent course(s).

An advisor will supervise each candidate's program of study and will recommend to the Dean of Graduate Studies and Research any exceptions and/or substitutions when necessary.

Candidates for the Master of Arts degrees must demonstrate an understanding of research procedures and show proficiency in interpreting data in various formats by completing the required course in research problems, and must either complete an additional course in research problems or write a thesis.

MASTER OF ARTS IN GERONTOLOGY

Major Code: 245A/30.1101

Prerequisite:

Baccalaureate degree from an accredited college or university.

Basic Criteria for Consideration:

Cumulative Undergraduate GPA: 2.75 or higher

GRE Verbal + GRE Quantitative = 900 or higher

Other Criteria for All Applicants:

Three letters of recommendation that evaluate past and projected academic and/or employment performance.
Current resume.

Deadline:

1 July for Fall/ 1 November for Spring

Hours: 30 semester hours with thesis; 36 semester hours without thesis

Required Courses:

BIO	5563	Biology of Aging	3
HPC	5680	Counseling the Aging	3
PSY	5562	Psychology of Adulthood and Aging	3
SOC	5110	Research Problems I (or an equivalent course in a cooperating discipline) ...	3
SOC	5400	Sociology of Adult Development and Aging	3
SOC	5420	Health Care and Aging	3
SOC	5900	Internship	3
		SUBTOTAL HOURS	21

Electives:

(3-6 s.h. of electives are required for the thesis option, and 12 s.h. of electives are required for the non-thesis option)
Courses currently approved for electives include, but are not limited to, the following:

FCS	5110	Practical Issues in Family Development	3
FCS	5210	Nutrition for the Elderly	3
FCS	5315	Housing for the Elderly	3
FCS	5551	Families in Later Life	3
HCM	5560	Managed Care	3
HPC	5220	Counseling Theory and Techniques	3
HPC	5790	Group Methods and Processes	3
HPC	5850	Theory and Practice of Reality Therapy	3
PS	5180	Public Policy Analysis and Program Evaluation	3
PS	5360	Public Personnel Administration	3
PS	5665	Public Management	3
RM	5560	Leisure and Aging	3
SOC	5530-5549	Selected Topics	1-4
SW	5555	Death, Dying, and Living	3

Thesis Option:

SOC	5999	Thesis	3-6
Electives	(5000 level or above)	.....	3-6
(chosen with advice and approval of the Program Director)			
		SUBTOTAL HOURS	9

TOTAL HOURS (with a thesis) **30**

OR

Non-Thesis Option:

SOC	5990	Research Problems II (or an equivalent course in a cooperating discipline) ..	3
Electives	(5000 level or above)	.....	12
(chosen with advice and approval of the Program Director)			
		SUBTOTAL HOURS	15

TOTAL HOURS (without a thesis) **36**

Thesis: Optional

Proficiency: None required

Comprehensive: Each candidate must successfully complete a written comprehensive examination.

Product of Learning: None required

Capstone/Capstone Experience: None required

Seminar: None required

NOTE: Courses meeting the requirements for Internship, Research Problems, Thesis and Independent Research Study may be taken, where available, in any of the cooperating disciplines with the approval of the Program Director.

MASTER OF ARTS IN GERONTOLOGY

Major Code: 256*/30.1101

Concentrations: Counseling (256B)

Lifespan Transitions (256D)

Program Administration (256C)

Prerequisite: Baccalaureate degree from an accredited college or university.

Basic Criteria for Consideration:

Cumulative Undergraduate GPA: 2.75 or higher

GRE Verbal + GRE Quantitative = 900 or higher

Other Criteria for All Applicants:

Three letters of recommendation that evaluate past and projected academic and/or employment performance.

Current resume.

Deadline: 1 July for Fall/ 1 November for Spring

Hours: 33 semester hours with thesis; 36 semester hours without thesis

Required Courses:

BIO	5563	Biology of Aging	3
HPC	5680	Counseling the Aging	3
PSY	5562	Psychology of Adulthood and Aging	3
SOC	5110	Research Problems I (or an equivalent course in a cooperating discipline) ...	3
SOC	5400	Sociology of Adult Development and Aging	3
SOC	5420	Health Care and Aging	3
SOC	5900	Internship	3
SUBTOTAL HOURS			21

Thesis Option:

SOC	5999	Thesis	3-6
*Concentration hours (minimum)			9-12

(Chosen from list below with advice and approval of the Program Director)

SUBTOTAL HOURS (minimum)			12
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TOTAL HOURS (minimum) (with a thesis)			33
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OR

Non-Thesis Option:

SOC	5990	Research Problems II (or an equivalent course in a cooperating discipline) ..	3
*Concentration hours (minimum)			9-12

(Chosen from list below with advice and approval of the Program Director)

Elective hours (5000 level or above)	0-3
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SUBTOTAL HOURS			15
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TOTAL HOURS (without a thesis)			36
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*Concentrations: A concentration consists of a minimum of 9-12 semester hours, selected from the following:

COUNSELING CONCENTRATION (256B)

HPC	5220	Counseling Theory and Techniques	3
HPC	5790	Group Methods and Processes	3
HPC	5850	Theory and Practice of Reality Therapy	3

LIFESPAN TRANSITIONS CONCENTRATION (256D)

FCS	5110	Practical Issues in Family Development	3
FCS	5210	Nutrition for the Elderly	3
FCS	5315	Housing for the Elderly	3
FCS	5551	Families in Later Life	3

PROGRAM ADMINISTRATION CONCENTRATION (256C)

PS	5180	Public Policy Analysis and Program Evaluation	3
PS	5360	Public Personnel Administration	3
PS	5665	Public Management	3

Other courses currently approved for concentrations include, but are not limited to, the following:

FCS	5110	Practical Issues in Family Development	3
FCS	5210	Nutrition for the Elderly	3

FCS	5315	Housing for the Elderly	3
FCS	5551	Families in Later Life	3
HCM	5560	Managed Care	3
HPC	5220	Counseling Theory and Techniques	3
HPC	5790	Group Methods and Processes	3
HPC	5850	Theory and Practice of Reality Therapy	3
PS	5180	Public Policy Analysis and Program Evaluation	3
PS	5360	Public Personnel Administration	3
PS	5500	Independent Study	1-3
PS	5665	Public Management	3
RM	5560	Leisure and Aging	3
SOC	5530-5549	Selected Topics	1-4
SW	5555	Death, Dying, and Living	3

Thesis: Optional

Proficiency: None required

Comprehensive: Each candidate must successfully complete a written comprehensive examination.

Product of Learning: None required

Capstone/Capstone Experience: None required

Seminar: None required

NOTE: Courses meeting the requirements for Internship, Research problems, Thesis and Independent Research Study may be taken, where available, in any of the cooperating disciplines with the approval of the Program Director.

Department of Health, Leisure and Exercise Science*Paul L. Gaskill, Chair and Professor*Ed.D., University of North Carolina at Greensboro
Recreation and Sport*Sarah Banks, Assistant Professor*Ph.D., North Carolina State University
Recreation Management*Charles L. Dumke, Assistant Professor*Ph.D., University of Wisconsin-Madison
Fuel Metabolism*Michael W. Kornodle, Professor*Ph.D., University of Illinois at Urbana-Champaign
Physical Education*Steve McAnulty, Assistant Professor*Ph.D., Auburn University
Health Promotion*Jeffrey M. McBride, Associate Professor*Ph.D., Southern Cross University
Biomechanics, Athletic Performance*Robert N. McKethan, Associate Professor*Ed.D., University of North Carolina at Greensboro
Pedagogical Technology*Melanie S. Mitchell, Assistant Professor*Ph.D., University of Virginia
Pedagogical Technology*Jamie L. Moul, Associate Professor*Ed.D., University of North Carolina at Greensboro
Athletic Training

The Department of Health, Leisure and Exercise Science offers the following graduate degree:

- (1) Master of Science in Exercise Science (Major Code: 562*/31.0505), with three concentrations:
- (a) Clinical/Cardiopulmonary Rehabilitation (562C)
 - (b) Research (562B)
 - (c) Strength and Conditioning (562D)

Additional information on this degree can be obtained from the Coordinator of Graduate Study, Dr. Charles Dumke at dumkecl@appstate.edu or (828) 265-8652.

MASTER OF SCIENCE DEGREE IN EXERCISE SCIENCE**Major Code:** 562*/31.0505**Concentrations:** Clinical/Cardiopulmonary Rehabilitation (562C)

Research (562B)

Strength and Conditioning (562D)

Prerequisites:

Baccalaureate degree from an accredited college or university.

The following courses or equivalents must be completed prior to formal admission into the program and registration in Fall graduate courses. This list may not include prerequisites for all elective courses:

BIO 1101	Introduction to Life Sciences I (4 s.h.)
CHE 1101	Introductory Chemistry I (3 s.h.)
CHE 1102	Introductory Chemistry II (3 s.h.)
CHE 1110	Introductory Chemistry Laboratory I (1 s.h.)
CHE 1120	Introductory Chemistry Laboratory II (1 s.h.)
CHE 2101	Fundamentals of Organic Chemistry (3 s.h.)
CHE 2203	Organic Chemistry Laboratory I (1 s.h.)
ES 2000	Human Anatomy and Physiology (5 s.h.)

ES 2010	Exercise Physiology (3 s.h.)
ES 2020	Measurement and Evaluation in Exercise Science (3 s.h.) (or other basic statistics course)
ES 3550	Introduction to Biomechanics (4 s.h.)

An applicant who has not taken ES 3550, *Introduction to Biomechanics* or CHE 2101, *Fundamentals of Organic Chemistry* (but not both) may be admitted, but must complete the prerequisite course work before the end of the first semester.

Basic Criteria for Consideration:

Cumulative undergraduate GPA: 2.5 or higher
 GRE Verbal + GRE Quantitative = 900 or higher
 GRE Writing: 3.0 or higher

Other Criteria for All Applicants:

Three recommendations.

Deadline:

1 April for Fall semester

Hours: 42 semester hours (minimum)

Required Courses: (20 s.h.)

ES 5000	Introduction to Research Principles and Design	3
ES 5200	Exercise Science Seminar (1 s.h. each)	1+1=2
ES 5591	Biomechanical and Physiological Laboratory Assessment	3
ES 5592	Data Analysis in Sport and Exercise Science	3
ES 5621	Exercise Physiology I: Cardiopulmonary and Metabolic Aspects	3
ES 5622	Exercise Physiology II: Neuromuscular and Endocrinological Aspects	3
ES 5710	Biomechanics	3
SUBTOTAL HOURS		20

Choose one of the following concentrations:

CLINICAL/CARDIOPULMONARY REHABILITATION CONCENTRATION (562C)

Required:

ES 5635	ECG/Exercise Test Interpretation	3
ES 5645	Cardiopulmonary Pathophysiology and Rehabilitation	3
ES 5660	Exercise Prescription and Chronic Disease Management	3
ES 5900	Internship	6
SUBTOTAL HOURS		15

RESEARCH CONCENTRATION (562B)

Required:

ES 5999	Thesis	6
SUBTOTAL HOURS		6

STRENGTH AND CONDITIONING CONCENTRATION (562D)

Required:

ES 5060	Practicum: Strength and Conditioning	3
ES 5555	Nutritional Aspects of Exercise and Sports	3
ES 5600	Survey of Sports Performance	3
ES 5650	Theoretical and Practical Aspects of Strength/Power Conditioning	3
ES 5560	Research Project	3
OR		
ES 5999	Thesis	6
ES 5900	Internship	3
SUBTOTAL HOURS		18 or 21

Plus:

Electives (5000 level or above) with the advisor's approval	1-16	
SUBTOTAL HOURS		1-16
TOTAL HOURS (minimum)		42

Thesis: Optional

Proficiency: None required

Comprehensive: Required

Product of Learning: None required

Capstone/Capstone Experience: Internship or research experience

Seminar: ES 5200, Exercise Science Seminar required in Spring semester.

NOTES:

During ES 5900 Internship, 50 "clinical" contact hours equals 1 s.h. credit.

If the ES 5999 Thesis option is chosen, students should be in preparation for prospectus approval by the 2nd Fall semester.

The total requirement for the M.S. degree in Exercise Science is 42 s.h. minimum regardless of the concentration selected, but may be more depending upon elective hours.

(For an explanation of the course prefixes used in the following list of courses, see the index.)

EXERCISE SCIENCE (ES)

ES 5000. Introduction to Research Principles and Design/(3).F.

The application of research principles to the management/administration of sport and exercise, the physiological responses associated with exercise, and the biomechanical assessment of movement and sport skills. Emphasis shall be placed on the appropriate application of research design and the utilization of scientific writing skills culminating in the development of a research prospectus. (Same as PE 5000.)

ES 5060. Practicum: Strength and Conditioning/(3).F.

Practical application of scientific principles and concepts to physical conditioning programs. Students will participate in relevant practical activities involving or related to exercise science or sports medicine. Graded on an S/U basis.

ES 5200. Exercise Science Seminar/(1).S.

This course will be open to first and second year graduate students in Exercise Science. Topics to be discussed will be in the field of exercise science and exercise physiology, and in other areas of interest to participating graduate students. Evaluation will be on participation, attendance and presentation quality. May be repeated one time for credit. Prerequisite: graduate student status.

ES 5500. Independent Study/(1-4).F;S.

ES 5530-5549. Selected Topics/(1-4).On Demand.

Courses may include topics such as: adult fitness and cardiac rehabilitation; perceptual motor development; motor development; physical education for the handicapped; motor assessment and interpretation.

ES 5550. Seminar/(1).On Demand.

An "exit course" for exercise science majors. Students will interact with faculty, peers, and professionals in related fields. Topics will focus on synergistic effects of subspecialties, vocational opportunities, vita writing and interviewing, and other current professional issues in preparation for post-graduate career development. Graded on an S/U basis. [Dual-listed with ES 4650.]

ES 5555. Nutritional Aspects of Exercise and Sports/(3).F;S.

A study of nutrition specific to physical activity and sport performance. Topics will include metabolism during exercise, sport-related weight gain and loss, food and fluid intake for competition, nutritional ergogenic aids, exercise recovery nutrition, and various special topics. Prerequisites: ES 2000, ES 2010, ES 3450. Corequisite: CHE 2201. (Same as FCS 5555.) [Dual-listed with ES 4555.]

ES 5560. Research Project/(3).F;S.

Selected broad research topical area of student's choice concerned with conceiving and carrying to completion a research project. Each

student will have an advisor for the research project and will present the findings to peers in a colloquium. (Same as PE 5560.)

ES 5591. Biomechanical and Physiological Laboratory Assessment/(3).S.

An introductory graduate course to provide experiences in data acquisition and problem solving through a variety of physiological and biomechanical laboratory techniques; a basic overview of sampling/recording techniques will be presented.

ES 5592. Data Analysis in Sport and Exercise Science/(3).F.

Methods of acquisition, analysis and interpretation of data most often encountered in sport and exercise science will be included. Emphasis will be placed on descriptive methods, statistical methods and computer applications. (Same as PE 5592.)

ES 5600. Survey of Sports Performance/(3).S.

This course is designed to acquaint the student with a variety of non-Olympic, Summer and Winter Olympic sports. An overview of each sport will be presented by qualified instructors. Athletic profiles including physical, physiological, psychological and performance requirements will be discussed. Typical training programs for each sport will also be presented. Prerequisites: ES 2010 and ES 3450 or equivalent. Lecture three hours. [Dual-listed with ES 4600.]

ES 5621. Exercise Physiology I: Cardiopulmonary and Metabolic Aspects/(3).F.

A study of bioenergetics and an in-depth analysis of the respiratory and cardiovascular responses to acute exercise as well as an examination of the adaptations observed in these systems as a result of physical training, rehabilitation, or disease. Prerequisite: ES 2010 or equivalent.

ES 5622. Exercise Physiology II: Neuromuscular and Endocrinological Aspects/(3).S.

A study of the effects of exercise and training on the neuromuscular and endocrine systems. Examination of potential ergogenic aids on these systems. Prerequisites: ES 2010 and ES 5621.

ES 5635. ECG/Exercise Test Interpretation/(3).S.

This class provides an analysis of electrocardiographic concepts of the normal and abnormal ECG. Topics will include rate, rhythm, hypertrophy, axis determination, atrial and ventricular arrhythmias, conduction defects, myocardial ischemia, and myocardial infarction. In addition, the use of ECG monitoring during diagnostic exercise testing will be discussed. This course will also introduce the student to competencies required by the American College of Sports Medicine for certification as an Exercise Specialist. Prerequisite: ES 3450 or equivalent. [Dual-listed with ES 3635.]

ES 5645. Cardiopulmonary Pathophysiology and Rehabilitation/(3).F.

This course details the functions of the cardiovascular and respiratory systems emphasizing pathophysiology and treatment. Special reference will be made to exercise as a mode of therapy. Prerequisites: ES 2005 and ES 3450 or equivalent. [Dual-listed with ES 3645.]

ES 5650. Theoretical and Practical Aspects of Strength/Power Conditioning/(3).F.

Includes brief overview of various biochemical and physiological systems. Provides a comprehensive comparative overview of the biochemical and physiological responses and adaptations of resistive training and aerobic exercise and training. Provides comprehensive study of training theory and methodologies with emphasis on enhancement of maximum strength, power, and high intensity exercise endurance. Prerequisite: ES 2010. [Dual-listed with ES 4000.]

ES 5660. Exercise Prescription and Chronic Disease Management/(3).S.

This course presents a comprehensive overview of the physical, physiological and metabolic responses of the human body to exercise testing and training in healthy individuals and in those with metabolic, cardiovascular and/or pulmonary disease. The successful student will gain an understanding of the processes involved in prescribing safe and effective therapeutic exercise in healthy individuals as well as patients with cardiovascular (hypertension, atherosclerosis) metabolic (diabetes, thyroid, obesity, osteoporosis), pulmonary disease (asthma, Emphasema)and musculoskeletal disorders. An overview of environmental and legal considerations in the prescriptive process will also be discussed. Prerequisites: ES 2010 and ES 3450 or equivalent. [Dual-listed with ES 3660.]

ES 5710. Biomechanics/(3).F.

This represents an advanced graduate course in the science of human motion with emphasis on theory and application of quantitative analysis techniques. Skills will be developed in both kinetic and kinematic sampling/recording/ interpretation procedures. Prerequisite: graduate preparation in analysis of human motion.

ES 5900. Internship/(3-12).F;S.

Graded on an S/U basis.

ES 5989. Graduate Research/(1-9).F;S.

This course is designed to provide access to University facilities for continuing graduate research at the master's and specialist's levels. Graded on an S/U basis. ES 5989 does not count toward a degree.

ES 5999. Thesis/(2-6).F;S.

Graded on an S/U basis.

PHYSICAL EDUCATION (PE)**PE 5000. Introduction to Research Principles and Design/(3).On Demand.**

The application of research principles to the management/administration of sport and exercise, the physiological responses associated with exercise, and the biomechanical assessment of movement and sport skills. Emphasis shall be placed on appropriate application of research design and the utilization of scientific writing skills culminating in the development of a research prospectus. (Same as ES 5000.)

PE 5400. Sport Law/(3).On Demand.

The course will review the ever-changing law of the United States as it applies to sport, physical education, and leisure. An overview of legal aspects towards negligence to provide understanding of the

scope and pervasiveness of law in sport, physical education, and leisure will be presented. Specific information will be addressed toward determining duty owed, who is liable, defenses, spectators, participant forms, supervision required, controls of activities, and transportation.

PE 5500. Independent Study/(1-4).On Demand.**PE 5530-5549. Selected Topics/(1-4).On Demand.**

Courses may include topics such as: adult fitness and cardiac rehabilitation; perceptual motor development; motor development; physical education for the handicapped; motor assessment and interpretation.

PE 5560. Research Project/(3).On Demand.

Selected broad research topical area of student's choice concerned with conceiving and carrying to completion a research project. Each student will have an advisor for the research project and will present the findings to peers in a colloquium. (Same as ES 5560.)

PE 5571. Seminar in Contemporary Issues/(3).On Demand.

A course to allow students to study the broad scope of contemporary issues impacting the health and physical education programs.

PE 5592. Data Analysis in Sport and Exercise Science/(3).On Demand.

Methods of acquisition, analysis and interpretation of data most often encountered in sport and exercise science will be included. Emphasis will be placed on descriptive methods, statistical methods and computer applications. (Same as ES 5592.)

PE 5600. Organization, Administration and Supervision of Physical Education and Athletics/(3).On Demand.

Analysis of problems, theory and practices of physical education and athletic programs in schools and colleges. Includes the study of administrative process, liability, public relations, office management, legalities, personnel management, travel, schedules, budgets and equipment.

PE 5640. Advanced Studies in Adapted Physical Education/(3).On Demand.

This course is designed to explore the psychomotor implications and characteristics of several disability areas including mental retardation, emotional disturbance, learning disabilities, orthopedic handicaps and other related disorders.

PE 5641. Psychomotor Assessment and Interpretation/(3).On Demand.

This course is designed to develop in students those competencies necessary to determine the current level of psychomotor functioning in the handicapped. Formal and informal assessments will focus on the areas of motor development, physical fitness, perceptual-motor development, fundamental movement patterns, and leisure needs. Students will demonstrate proficiency by testing children and adults, and analyzing and prescribing programs.

PE 5650. Theoretical Concepts in Elementary Physical Education/(2).On Demand.

An interdisciplinary approach concerned with theory, curriculum, practice and current developments in elementary school physical education. Movement exploration, lead up and skill development concepts, problems and teaching trends are included.

PE 5660. Psychology of Motor Learning/(2).On Demand.

Theory and problems concerned with learning concepts, practice, motivation, methodology, transfer and distribution as applied to motor performance.

PE 5670. Social and Psychological Dimensions of Sport/(3).F.

Current psychological and sociological theory and findings relative to movement including group interaction, perception, maturation, culture, feminism, racial backgrounds, and economic status.

PE 5673. Teaching Strategies in Physical Education/(3).On Demand.

This course is designed to examine in-depth the teaching-learning processes in physical education and to examine the growth of research on teachers and teaching in physical education.

PE 5680. Planning and Developing Sports Facilities/(3).S.

Covers the planning, designing, budgeting, and maintenance of sports facilities. The course consists of information pertaining to both outdoor and indoor facilities as well as new and innovative facility planning and design techniques.

PE 5900. Internship/(3-12).On Demand.

Graded on an S/U basis.

PE 5989. Graduate Research/(1-9).On Demand.

This course is designed to provide access to University facilities for continuing graduate research at the master's and specialist's levels. Graded on an S/U basis. PE 5989 does not count toward a degree.

PE 5999. Thesis/(2-6).On Demand.

Graded on an S/U basis.

RECREATION MANAGEMENT (RM)

RM 5530-5549. Selected Topics/(1-4).On Demand.

RM 5560. Leisure and Aging/(3).S.

This course focuses on the leisure needs and characteristics of the senior citizen. Programs and resources designed to service the leisure needs of this population will be examined. Focus will be on program planning and development to meet problems inherent in leisure delivery systems for seniors. [Dual-listed with RM 4560.]

Department of History

Michael L. Krenn, Chair and Professor

Ph.D., Rutgers University
U.S. Diplomatic

Edward J. Behrend-Martinez, Assistant Professor

Ph.D., University of Illinois-Chicago
Gender Studies, Early Modern Spain

H. Lawrence Bond, Professor

Ph.D., Duke University
Medieval History

Jeffrey L. Bortz, Professor

Ph.D., University of California at Los Angeles
Mexican History

Rennie W. Brantz, Professor

Ph.D., The Ohio State University
Modern German History

Karl E. Campbell, Associate Professor

Ph.D., The University of North Carolina at Chapel Hill
North Carolina History

Jari Eloranta, Assistant Professor

Ph.D., European University Institute
Economic and Business History

Lynne M. Getz, Associate Professor

Ph.D., University of Washington, Seattle
Intellectual History

Diana J. Godwin, Associate Professor

Ph.D., University of Florida
Public History

James R. Goff, Jr., Professor; and Graduate Program Director

Ph.D., University of Arkansas
New South and American Religious History

Rene' H. Horst, Assistant Professor

Ph.D., Indiana University
Latin America, Southern Cone, Indigenous Peoples

Anatoly V. Isaenko, Assistant Professor

Ph.D., Moscow State University
World History, Ethnicity

W. Scott Jessee, Associate Professor

Ph.D., University of Minnesota
Medieval History

David A. Johnson, Assistant Professor

Ph.D., University of California at Irvine
Modern European History, British Empire

Jeremiah M. Kitunda, Assistant Professor

Ph.D., University of Wisconsin, Madison
African History

Dorothea A.L. Martin, Professor

Ph.D., University of Hawaii-Manoa
Chinese History

Michael J. Moore, Professor

Ph.D., University of Washington
Modern British History

Myra L. Pennell, Professor

Ed.D., University of North Carolina at Greensboro
Social Studies Education

Peter W. Petschauer, Professor

Ph.D., New York University
Eighteenth Century European History

Sheila Rae Phipps, Associate Professor

Ph.D., College of William and Mary
Women's History

David A. Reid, Assistant Professor

Ph.D., University of Wisconsin-Madison
History of Science

Timothy H. Silver, Professor

Ph.D., College of William and Mary
Environmental History

Neva Jean Specht, Associate Professor

Ph.D., University of Delaware
Early American Republic

Mary A. Valante, Associate Professor

Ph.D., The Pennsylvania State University
Medieval Ireland

Michael G. Wade, Professor

Ph.D., University of Louisiana-Lafayette
Recent U.S. History

Charles A. Watkins, Adjunct Associate Professor

Ph.D., University of Delaware
American Cultural and Museum Studies

John Alexander Williams, Professor

Ph.D., Yale University
Appalachian History

James A. Winders, Professor

Ph.D., Duke University
European Intellectual History, Modern France

The Department of History offers graduate programs that are designed to provide students with a broad range of academic and professional opportunities. The Department offers the following graduate degrees and a graduate minor:

- (1) Master of Arts in History (Major Code: 255A/54.0101)
- (2) Master of Arts in History, Education (Major Code: 248*/13.1328) with a concentration in Secondary School Teaching (248S)[T]
- (3) Master of Arts in Public History (Major Code: 283A/54.0105)
- (4) Graduate Minor in History (248/54.0101)

A thesis is required for the MA in History, but is optional for the MA in History, Education and the MA in Public History. Advanced work is available in most fields of European and American History, selected areas in Asian, African, and Latin American History, and in Applied/Public History. After the completion of one semester of successful graduate course work, students may be considered for admission to candidacy.

Graduate programs in history are supervised by the departmental chair and the department graduate committee.

The Department of History also participates in a program leading to the Master of Arts degree in Social Science, Education (282*/13.1317) with two concentrations: 1) Community College/History (282O), and 2) Secondary School (Advanced Licensure)/History (282U)[T]. For detailed requirements, see the Social Science description.

MASTER OF ARTS IN HISTORY - [EFF. FALL, 2006]

Major Code: 255A/54.0101

EFFECTIVE: FALL, 2006 - THE DEGREE REQUIREMENTS LISTED BELOW WILL BE EFFECTIVE AS OF FALL, 2006. GRADUATE STUDENTS ENTERING IN THE FALL OF 2005, THE SPRING OF 2006, OR EARLIER, SHOULD REFER TO THE CURRENT DEGREE REQUIREMENTS AS LISTED IN THE 2003-2005 GRADUATE BULLETIN.

Prerequisite:

Baccalaureate degree from an accredited college or university.

Basic Criteria for Consideration:

Cumulative undergraduate GPA: 3.0 or higher

GRE Verbal score: 600 or higher

GRE Writing score: 4.5 or higher

Other Criteria for All Applicants:

Three recommendations.

Cover letter stating reasons why applicant wishes to enter the program in History.

Sample of written work, such as a research paper.

Deadline: 15 March for Fall/ 1 November for Spring/ 1 April for Summer

Hours: 30 semester hours

Required Courses:

HIS	5000	Varieties and Methodologies of History	3
A minimum of 6 s.h. must be chosen from the following:			
HIS	5106	Readings Seminar in European History (3 s.h.)	
HIS	5206	Readings Seminar in American History (3 s.h.)	
HIS	5306	Readings Seminar in Latin American History (3 s.h.)	
HIS	5406	Readings Seminar in Asian History (3 s.h.)	
A minimum of 6 s.h. must be chosen from the following:			
HIS	5107	Research Seminar in European History (3 s.h.)	
HIS	5207	Research Seminar in American History (3 s.h.)	
HIS	5307	Research Seminar in Latin American History (3 s.h.)	
SUBTOTAL HOURS			15

Thesis:

HIS	5998	Thesis Research	3
HIS	5999	Thesis	3
SUBTOTAL HOURS			6

Remaining Hours: (9 s.h. required)

The additional nine semester hours (5000 level or above) may be satisfied by enrolling in other History graduate courses or in relevant courses offered in other departments with the advice and approval of the graduate advisor.

SUBTOTAL HOURS **9**

TOTAL HOURS **30**

Thesis: Required

Proficiency: Students must demonstrate a reading knowledge of a foreign language, or competence in statistics and computer science as a research tool, subject to departmental approval.

Comprehensive: A written comprehensive examination is required by the end of the third semester of course work.

Product of Learning: None required

Capstone/Capstone Experience: None required

Seminar: None required

MASTER OF ARTS IN HISTORY, EDUCATION+ - [EFF. FALL, 2006]

Major Code: 248*/13.1328

Concentration: Secondary School Teaching (248S)[T]

EFFECTIVE: FALL, 2006 - THE DEGREE REQUIREMENTS LISTED BELOW WILL BE EFFECTIVE AS OF FALL, 2006. GRADUATE STUDENTS ENTERING IN THE FALL OF 2005, THE SPRING OF 2006, OR EARLIER, SHOULD REFER TO THE CURRENT DEGREE REQUIREMENTS AS LISTED IN THE 2003-2005 GRADUATE BULLETIN.

Prerequisite:

Baccalaureate degree from an accredited college or university.

A North Carolina "A" license or its equivalent from another state.

Basic Criteria for Consideration:

Cumulative undergraduate GPA: 3.0 or higher

GRE Verbal score: 600 or higher

GRE Writing score: 4.5 or higher

Other Criteria for All Applicants:

Three recommendations.

Cover letter stating reasons why applicant wishes to enter the program in History Education.

Sample of written work, such as a research paper.

Deadline:

15 March for Fall/ 1 November for Spring/ 1 April for Summer

Hours: 36 semester hours

+Advanced Licensure: Requirements for this degree were designed, and have been approved by the appropriate bodies at the state level, to meet the advanced competencies as mandated in the North Carolina Excellent Schools Act for Master-level teacher education programs.

Required Core Courses:

HIS	5000	Varieties and Methodologies of History	3
HIS	5206**	Readings Seminar in American History	3
HIS	5450	History and Social Studies Education	3
A minimum of 9 s.h. must be chosen from the following			9
HIS	5106*	Readings Seminar in European History (3 s.h.)	
HIS	5206**	Readings Seminar in American History (3 s.h.)	
HIS	5306*	Readings Seminar in Latin American History (3 s.h.)	
HIS	5406*	Readings Seminar in Asian History (3 s.h.)	
SUBTOTAL HOURS			18

*Courses may be taken up to three times for a total of 9 s.h. with different areas of concentration.

**HIS 5206 may be taken up to three times for a total of 9 s.h. with different areas of concentration.

Thesis Option:

HIS	5998	Thesis Research	3
HIS	5999	Thesis	3
Two HIS Electives (5000 level or above)			6

(History courses will be selected based on the North Carolina Standard Course of Study for Social Studies.)

OR

Non-Thesis Option:

Four HIS Electives (5000 level or above)	12
(History courses will be selected based on the North Carolina Standard Course of Study for Social Studies.)	

SUBTOTAL HOURS **12**

Professional Education Requirements:

CI	5045/SPE 5045	Advanced Topics in Diversity.....	3
CI	5585/LHE 5585	Teacher Leadership and School Improvement.....	3
SUBTOTAL HOURS			6
TOTAL HOURS			36

Thesis: Optional

Proficiency: None required

Comprehensive: A written comprehensive examination is required during the final semester of course work.

Product of Learning: Included in HIS 5450, History and Social Studies Education

Capstone/Capstone Experience: Product of Learning

Seminar: None required

MASTER OF ARTS IN PUBLIC HISTORY - [EFF. FALL, 2006]

Major Code: 283A/54.0105

EFFECTIVE: FALL, 2006 - THE DEGREE REQUIREMENTS LISTED BELOW WILL BE EFFECTIVE AS OF FALL, 2006. GRADUATE STUDENTS ENTERING IN THE FALL OF 2005, THE SPRING OF 2006, OR EARLIER, SHOULD REFER TO THE CURRENT DEGREE REQUIREMENTS AS LISTED IN THE 2003-2005 GRADUATE BULLETIN.

Prerequisite: Baccalaureate degree from an accredited college or university.

Basic Criteria for Consideration:

Cumulative undergraduate GPA: 3.0 or higher

GRE Verbal score: 600 or higher

GRE Writing score: 4.5 or higher

Other Criteria for All Applicants:

Three recommendations.

Cover letter stating reasons why applicant wishes to enter the program in Public History.

Sample of written work, such as a research paper.

Deadline:

15 March for Fall/ 1 November for Spring/ 1 April for Summer

Hours: 36 semester hours (including an internship)

Required Courses:

Public History Core

HIS	5576	Cultural Resource Management	3
HIS	5577	Historical Documentation	3
HIS	5578	Architectural History	3
SUBTOTAL HOURS			9

American History Core (four 3 s.h. courses)

HIS	5206	Readings Seminar in American History	3+3=6
(Students are required to take two semesters of HIS 5206 at 3 s.h. each.)			
HIS	5207	Research Seminar in American History	3+3=6
(Students are required to take two semesters of HIS 5207 at 3 s.h. each.)			
SUBTOTAL HOURS			12

Additional Required Courses:

HIS	5000	Varieties and Methodologies of History	3
HIS	5900	Internship in History	3-6
SUBTOTAL HOURS			6-9

Electives: (6-9 s.h. required)

Choose 6-9 s.h. from the following list of Public History courses; OR students may select from other graduate-level History courses and/or graduate-level courses in other fields upon approval by the coordinator of the Public History program.

HIS 5002 Seminar in Public History (3 s.h.)	HIS 5585 Historic Preservation (3 s.h.)
HIS 5575 Introduction to Public History (3 s.h.)	HIS 5610 Management of Museums (3 s.h.)
HIS 5579 Oral History (3 s.h.)	HIS 5640 Interpretation in Museums (3 s.h.)
HIS 5580 Studies in Material Culture (3 s.h.)	HIS 5650 Museum Education (3 s.h.)
HIS 5581 Records and Society (3 s.h.)	HIS 5660 Topics in Public and Applied History (3 s.h.)
HIS 5582 Public History Practicum (3 s.h.)	HIS 5998 Thesis Research (3 s.h.)
HIS 5583 American Environmental History (3 s.h.)	HIS 5999 Thesis (3 s.h.)
HIS 5584 America's National Parks (3 s.h.)	

SUBTOTAL HOURS **6-9**

TOTAL HOURS **36**

Thesis: Optional

Proficiency: None required

Comprehensive: A written comprehensive examination is required during the final semester of course work.

Product of Learning: None required

Capstone/Capstone Experience: None required

Seminar: None required

Graduate Minor in History (248/54.0101)

A graduate (M.A.) minor in History consists of 8-12 semester hours selected from HIS course offerings numbered 5000 and above, except HIS 5989.

(For an explanation of the course prefixes used in the following list of courses, see the index.)

HISTORY (HIS)

HIS 5000. Bibliography and Research/(3).F.

Instruction in the types of source material available to the advanced researcher in history, methods used in locating and evaluating the sources, and techniques for communicating the results of research. Required in the first semester of all beginning graduate students.

(REVISED - Effective: Fall, 2006)

HIS 5000. Varieties and Methodologies of History/(3).F.

An introduction to the study of history at the graduate level, with attention to the history of the discipline, important theoretical and methodological debates in the field, and examination of methods of research practiced in historical sub-disciplines. Required of all History graduate students in their first year of study.

HIS 5002. Seminar in Public History/(3). On Demand.

The course provides an introduction to and consideration of the major methodological and theoretical approaches to the primary sectors of Public History, including archives and records management, historical interpretation and preservation, historical editing and publishing.

(DELETE - Effective: Fall, 2006)

HIS 5004. Seminar in Policy History/(3).

On Demand. This course is designed to provide an historical overview of the development of private and public policy. The course will apply the historical perspective to a selected aspect of policy formulation and its development over time.

(DELETE - Effective: Fall, 2006)

HIS 5104. Philosophy of History/(2).S.

Seminar on the major philosophical issues that challenge the historian, including the questions of meaning and value in history; the ideas of progress and causation; and the logic of historical inquiry and proof.

HIS 5106. Studies in European History/(2-9).F;S.

Variable content. Barring duplication, a student concentrating in European history may repeat the course and earn a total of nine semester hours. Topics will be indicated on individual study forms or semester schedules.

(REVISED - Effective: Fall, 2006)

HIS 5106. Readings Seminar in European History/(3).F;S.

Variable content. Course will emphasize significant fields of historical study in the area of European history. Strong emphasis will be placed on current scholarship and bibliography.

(ADD - Effective: Fall, 2006)

HIS 5107. Research Seminar in European History/(3).F;S.

Variable content. Barring duplication, a student may repeat the course. Seminars will give students practical experience in examination and interpretation of primary and secondary sources, with emphasis on defining the topic to be researched, assessing its significance within the field of European history, and methodological problems and issues.

(DELETE - Effective: Fall, 2006)

HIS 5204. Interpreting American History/(3).SS.

A course designed to provide students with a broad overview of United States history through a study of conflicting interpretations of the great issues.

HIS 5206. Studies in American History/(2-9).F;S.

Variable content. Barring duplication, a student concentrating in American history may repeat the course and earn a total of nine semester hours. Topics will be indicated on individual study forms or semester schedules.

(REVISED - Effective: Fall, 2006)

HIS 5206. Readings Seminar in American History/(3).F;S.

Variable content. Course will emphasize significant fields of historical study in the area of American history. Strong emphasis will be placed on current scholarship and bibliography.

(ADD - Effective: Fall, 2006)

HIS 5207. Research Seminar in American History/(3).F;S.

Variable content. Barring duplication, a student may repeat the course. Seminars will give students practical experience in examination and interpretation of primary and secondary sources, with emphasis on defining the topic to be researched, assessing its significance within the field of American history, and methodological problems and issues.

HIS 5208. Seminar in Appalachian History/(3).F.

A seminar exploring topics designed to define the history of Appalachia. Participants will develop research projects based upon the use and interpretation of original source materials. A variety of inquiry models will be employed, including traditional approaches as well as those employed in the new social history.

HIS 5306. Studies in Latin American History/(3).

On Demand. Investigation of selected topics in the history of Latin America. Emphasis on individual research using a combination of secondary and primary sources. Special focus on Mexico and the

Southern Cone of South America, U.S.-Latin American relations, and on issues relating to development and underdevelopment in the region. Barring duplication, a student may repeat the course.

(REVISED - Effective: Fall, 2006)

HIS 5306. Readings Seminar in Latin American History/(3).

On Demand. Variable content. Course will emphasize significant fields of historical study in the area of Latin American history. Strong emphasis will be placed on current scholarship and bibliography.

(ADD - Effective: Fall, 2006)

HIS 5307. Research Seminar in Latin American History/(3).F;S.

Variable content. Barring duplication, a student may repeat the course. Seminars will give students practical experience in examination and interpretation of primary and secondary sources, with emphasis on defining the topic to be researched, assessing its significance within the field of Latin American history, and methodological problems and issues.

HIS 5406. Studies in Asian History/(3).F.

Investigation of selected topics in the history of Asia—primarily China—in the twentieth century through reading, analysis, reflection, and seminar discussions.

(REVISED - Effective: Fall, 2006)

HIS 5406. Readings Seminar in Asian History/(3).

On Demand. Variable content. Course will emphasize significant fields of historical study in the area of Asian history. Strong emphasis will be placed on current scholarship and bibliography.

HIS 5450. History and Social Studies Education/(3).S.

A flexible program of reading, study, planning, and writing designed to meet the needs of individual teachers or groups of teachers in the fields of secondary school and/or junior college history and social studies. Special attention is given to recent developments in teaching strategies and classroom techniques, and to the availability of new materials. The structure of the history and social studies disciplines are examined in relation to each other and to other academic disciplines.

(ADD - Effective: Fall, 2006)

HIS 5460. World History: Concepts and Content/(3). On Demand.

Reading seminar is designed to introduce students to the important theories, themes, concepts and methods in the field of world history.

HIS 5500. Independent Study/(1-3).F;S.

HIS 5530-5549. Selected Topics/(1-4).On Demand.

(DELETE - Effective: Fall, 2006)

HIS 5550. Tsarist Russia/(3).F.

This course is a survey that stretches from the Kievan Rus to the Revolution of 1917; the emphasis is on the period since the establishment of Muscovy. Major topics under consideration are leadership and succession, outside influences, efforts at reform, (especially in the 18th and 19th centuries), agriculture, religion, and the arts. Within these topics, the role of key figures such as Ivan the Terrible, Peter I, Catherine II, Alexander I, and Alexander II are highlighted. [Dual-listed with HIS 4550.]

(DELETE - Effective: Fall, 2006)

HIS 5552. The Soviet Union and Russia/(3).S.

This broad survey begins with the antecedents to the 1917 Revolution, takes up the principal phases of Soviet History, including the Civil War, the beginning of Stalin's dictatorship, World War II, the post-war readjustment, the Kruschev era, Brezhnev, and Gorbachev's perestroika. It concludes with the collapse of the Soviet Union and

the establishment of independent republics, principally Russia. The discussion highlights issues of leadership, terror, centrifugal forces, planning, agriculture, warfare, minorities, democratization, literature, and the arts. [Dual-listed with HIS 4552.]

(DELETE - Effective: Fall, 2006)

HIS 5564. History of Canada/(3).S.

Even-numbered years. A survey of Canadian history since 1760 which stresses understanding of a unique Canadian identity by emphasizing Canada's evolution into an independent state, its bi-cultural and bi-lingual nature, its federal-provincial structure, its relationship to the United States and the British Empire Commonwealth, its role in the modern era of superpowers, and selected aspects of its cultural and economic development. May be counted as American history. [Dual-listed with HIS 4564.]

HIS 5575. Introduction to Public History/(3).F.

An introduction to the skills and techniques employed by historians and other professionals in historical agencies, museums, restoration, policy research, archives, cultural resources management, and the National Park Service. Topics include historical archeology, family and community history, oral history, material culture, architecture, preservation techniques, site interpretation and administration, and historic district planning and management. Required hands-on public history fieldwork. Additional reading and writing requirements for graduate students. [Dual-listed with HIS 4575.]

(ADD - Effective: Fall, 2006)

HIS 5576. Cultural Resource Management/(3).S.

Cultural Resource Management (CRM) is integral to the fields of historic preservation, cultural site management, and public history. Areas of study include environmental review law, CRM business practices, and the management, preservation, and conservation of cultural resources, including historical and archaeological sites. Effective stewardship of culturally significant properties is a major focus of this course. A grounding in current CRM practices is provided including laws and procedures enacted to protect and preserve these resources. Effective methods of site management, facilities operations/funding and CRM project management are covered.

(ADD - Effective: Fall, 2006)

HIS 5577. Historical Documentation/(3).S.

Historical documentation teaches the formal recording of the history and physical characteristics of historic sites, structures and buildings required for preservation, planning and environmental mitigation. This course introduced the methodology and requirements of the National Register of Historic Places, the Historic American Building Survey and the Historic American Engineering Survey. Skills utilized by public historians and cultural resources specialists, including local history research, historical context, photographic documentation, mapping and spatial analysis techniques are included.

(ADD - Effective: Fall, 2006)

HIS 5578. Architectural History/(3).F.

A foundation in architectural history is an essential component of public history and cultural resource management education. The course will cover the evolution of architecture from early indigenous habitats and early American vernacular buildings to modern architectural styles. A useful course for managers, interpreters and documenters of historic and historic archaeological sites.

(ADD - Effective: Fall, 2006)

HIS 5579. Oral History/(3).On Demand.

A survey of the history, philosophy and techniques of recovering and developing primary historical source materials by means of carefully interviewing, recording and converting the memories of se-

lected individuals into history. The course focus is primarily on U.S. history but can include topics and issues from other countries. The class format is discussion with some lectures and documentary films. The course will teach skills such as interview transcriptions from audio-tape, background research, and oral history interviews.

(ADD - Effective: Fall, 2006)

HIS 5580. Studies in Material Culture/(3).On Demand.

This course provides a broad introduction to the multidisciplinary field of material culture studies. The course introduces ways of looking at and learning from objects and examines how practitioners from a variety of disciplines have approached the study of material culture.

(ADD - Effective: Fall, 2006)

HIS 5581. Records and Society/(3).S.

The history of archival management and its evolution into the digital age is essential to the understanding and use of archival systems. Types of archives and records encountered by historians in the course of their research will be discussed. The evolution of the methodology behind the development of archival collections will be included. Different media utilized from ancient times to the present will be examined in light of the preservation and collection problems they present for the archivist or researcher. This course is designed to provide a fuller understanding of the history and evolution of historical archives and collections.

(ADD - Effective: Fall, 2006)

HIS 5582. Public History Practicum/(3).S.

An applied history course concerning the effective use of historic research topics for heritage tourism and historical interpretation. Maintaining historical context and accuracy is emphasized. Topics include the development of a variety of promotional and interpretive materials utilizing original historical research. Portfolio creation, critiques and a class public history event are included.

(ADD - Effective: Fall, 2006)

HIS 5583. American Environmental History/(3).

On Demand. An overview of Americans' interaction with the natural world from colonization to the present. Emphasis on: Native Americans' relationship to the land; the environmental effects of European settlement; the growth of agriculture and industry; conservation and preservation; atomic energy; chemical pesticides, and the modern environmental movement. The course is of particular interest to public historians, cultural resource managers, planners and environmental specialists.

(ADD - Effective: Fall, 2006)

HIS 5584. America's National Parks/(3).

On Demand. A survey of the history of America's national parks from the nineteenth century to the present. Emphasis on: Americans' changing ideas about wilderness preservation, the early history of Yosemite and Yellowstone, the role of railroads in park promotion, removal of Native Americans and white settlers from park sites, establishment of the National Park Service, the impact of the automobile on tourism, the creation of national parks in the eastern U.S., wildlife policy, overcrowding and other problems facing the parks.

(ADD - Effective: Summer, 2006)

HIS 5585. Historic Preservation/(3).SS.

This course will cover the fundamentals of historic preservation, providing a foundation in the field's history, methods and practices. The course introduces current techniques for the preservation of historic sites and complexes, interpretive archaeological sites

and historical ruins. Conservation assessment methods of analyzing building form structure, state of deterioration and historic integrity are included. Students will learn about the dating of historic buildings and the analysis of additions and alterations as well as historic construction methods and the social history of habitations and settlement patterns.

HIS 5610. Management of Museums/(3).F.

This course surveys the history of museum development internationally, and components of modern museum operation. Major topics include the world history of museums, the development of core management documents, and finance. [Dual-listed with HIS 4610.]

HIS 5640. Interpretation in Museums/(3).S.

This course surveys the manner by which museums create and present exhibits and other programs intended for the public. Topics include the philosophy of exhibits, methods of exhibit design, model making, label writing, development of non-exhibit programming and evaluation. [Dual-listed with HIS 4640.]

(ADD - Effective: Fall, 2006)

HIS 5650. Museum Education/(3).

On Demand. An examination of how teaching in museums is achieved through interpretive and education programs. Students will study a variety of museum environments and teaching strategies by engaging in case studies, class discussion, student presentations and field trips. The course will introduce and prepare history, cultural resource management, public history, and education students for the growing field of museum education. Topics covered include museum orientation and interpretation, museum promotion, grant-writing, educational psychology, media and technology and educational outreach, among others.

HIS 5660. Topics in Public and Applied History/(3).F;S.

On Demand. Variable content. A systematic examination of a field in public and applied history such as museum studies, archival management, historic preservation, or the history of architecture. Barring duplication of content, a student may repeat the course. [Dual-listed with HIS 4660.]

HIS 5850. Social Science Seminar/(3).

On Demand. A review and evaluation of the literature of the individual social science disciplines, as well as social science in general, emphasizing contemporary contexts, philosophical underpinnings, theoretical concerns, and methodological convergence. Prerequisite: twelve semester hours of graduate work. (Same as CJ 5850/GHY 5850/PS 5850/SOC 5850).

HIS 5900. Internship in History/(3-12).

On Demand. Placement in a supervised teaching environment, or other supervised work experience appropriate for history students with instruction and practice of that knowledge in a work environment. Students may be required to reside off campus for the duration of the internship. Graded on an S/U basis.

HIS 5989. Graduate Research/(1-9).F;S.

This course is designed to provide access to University facilities for continuing graduate research at the master's and specialist's levels. Graded on an S/U basis. HIS 5989 does not count toward a degree.

(ADD - Effective: Fall, 2006)

HIS 5998. Thesis Research/(3).F.

Students carry out principal research for a thesis topic, meet regularly with a thesis advisor, and revise and defend the thesis prospectus. First half of a two-semester thesis requirement; students must also complete HIS 5999. Graded on an S/U basis only.

HIS 5999. Thesis/(4).F;S.

Graded on an S/U basis.

(REVISED - Effective: Fall, 2006)

HIS 5999. Thesis/(3).S.

Students participate in monthly meetings of a research colloquium involving all students completing theses. In the meetings, student present their research in successive stages and receive critiques of their written work. Second half of a two-semester thesis requirement; students must first complete HIS 5998. Graded on an S/U basis only.

Department of Human Development and Psychological Counseling

Leroy G. Baruth, Chair and Professor

Ed.D., University of Arizona

Multicultural Counseling, School Counseling

Alfred S. Alschuler, Professor

Ph.D., Harvard University

Computers, Transpersonal Psychology

Sally S. Atkins, Professor

Ed.D., University of North Carolina at Greensboro

Expressive Arts, Multicultural Counseling, Body/Mind, Dream Work

Karen L. Caldwell, Associate Professor

Ph.D., Virginia Polytechnic Institute and State University

Marriage and Family Therapy

Catherine R. Clark, Associate Professor

Ed.D., Indiana University College

Choice, Women's Issues, Effect of College Environments on Student Learning

Keith M. Davis, Assistant Professor

Ph.D., University of North Carolina at Greensboro

School Counseling, Family Therapy, Counseling Men

Stephanie A. Keane, Assistant Professor

Ph.D., University of Wyoming

Addictions, Sex Offenders, Sexual Abuse Victims, Neuroscience, Mind/Body Connection

James M. Lancaster, Assistant Professor

Ed.D., University of North Carolina at Greensboro

College Student Development

Geraldine (Geri) A. Miller, Professor

Ph.D., Ball State University

Domestic Violence, Addictions, Sexual Abuse, Multicultural Counseling

John P. Mulgrew, Professor

Ph.D., Florida State University

Systemic Gestalt Therapy, Personhood of Therapist, Quality of Life Within a Therapy Session

Diana Quealy-Berge, Assistant Professor

Ph.D., University of Wyoming

Research: Addiction and Multicultural Issues

Diane M. Waryold, Assistant Professor

Ed.D., Florida State University

Student Development Theory, Student Affairs Practice, Group Work Methods

Laurie L. Williamson, Associate Professor

Ed.D., The University of Alabama at Tuscaloosa

Supervision, Racial Identity, Collaborative Learning

Jon L. Winek, Professor

Ph.D., University of Southern California

Supervision, Therapeutic Process, Theory Construction

The Department of Human Development and Psychological Counseling is responsible for organizing and providing instructional programs in counseling and other human development functions for public schools, colleges/universities, and various agencies.

The department offers the following graduate degree programs:

(1) Master of Arts in College Student Development (Major Code: 496*/13.1102), with two concentrations:

- (a) College Counseling (496B)
- (b) Student Affairs Practice (496C)

(2) Master of Arts in Community Counseling (Major Code: 405*/13.1102), with five concentrations:

- (a) Addictions Counseling (405B)
- (b) Body Centered Therapy (405H)
- (c) Community Counseling, General (405G)
- (d) Expressive Arts Therapy (405F)
- (e) Marriage and Family Counseling (405E)

(3) Master of Arts in Marriage and Family Therapy (Major Code: 468A/51.1505)

(4) Master of Arts in Professional School Counseling (Major Code: 427*/13.1101)[T], with two concentrations:

- (a) Elementary/Middle School Licensure (427B)[T]
- (b) Secondary School Licensure (427C)[T]

GRADUATE CERTIFICATE IN ADDICTION COUNSELING

The Department of Human Development and Psychological Counseling offers a graduate certificate in Addiction Counseling (423A/13.1102). For more information, contact the Cratis D. Williams Graduate School at (828) 262-2130, or visit our website at www.graduate.appstate.edu.

GRADUATE CERTIFICATE IN EXPRESSIVE ARTS THERAPY

The Department of Human Development and Psychological Counseling offers a graduate certificate in Expressive Arts Therapy (425A/13.1102). For more information, contact the Cratis D. Williams Graduate School at (828) 262-2130, or visit our website at www.graduate.appstate.edu.

The programs leading to a Master of Arts degree are described as follows:

1. **The College Student Development program (496*/13.1102)** is designed to prepare student development specialists to work in a variety of areas (residence life, career development, student activities, leadership, academic advising, etc.) within colleges and universities. Concentrations are available in College Counseling (496B) and Student Affairs Practice (496C).
2. **The Community Counseling program (405*/13.1102)** is designed to prepare counselors and other "helping" professionals to work in a wide variety of human service agencies (including mental health centers, social service agencies, business and industry employee assistance programs, etc.). Concentrations are available in Addictions Counseling (405B), Body Centered Therapy (405H), Community Counseling, General (405G), Expressive Arts Therapy (405F), and Marriage and Family Counseling (405E).
3. **The Marriage & Family Therapy program (468A/51.1505)** is designed to prepare counselors to work specifically with families in a wide variety of work settings. The program meets the educational requirements for clinical membership in the American Association for Marriage and Family Therapy (AAMFT), and North Carolina licensure.
4. **The Professional School Counseling program (K-12) (427*/13.1101)[T]** is designed to meet North Carolina licensure requirements and to prepare counselors for elementary, middle, and secondary schools. Concentrations are available in Elementary/Middle School Licensure (427B)[T] and Secondary School Licensure (427C)[T].

All courses are taught from a multicultural perspective which emphasizes the differing experiences, cultures, histories, and perspectives of people from a variety of ethnic, gender, racial, and social class backgrounds.

The department also provides group methods, human relations, and other human development courses at the graduate and undergraduate levels for the Reich College of Education and the University. These courses are valuable for majors in other departments. A course in life and career planning and courses in leadership development are offered for undergraduate students. The department offers a variety of summer institutes to enhance the learning of both graduate students and practitioners seeking continuing education opportunities in human service fields.

A student proposing to major in any of the degree programs or to seek licensure through the department must be fully admitted as degree seeking.

Students must also complete a departmental questionnaire as part of the application process.

ACCREDITATION:

The master's degree programs in College Student Development (College Counseling concentration), Community Counseling, and Professional School Counseling are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body. Graduates are immediately eligible to take the examination of the National Board for Certified Counselors, Inc. to become National Certified Counselors. The program in College Student Development (Student Affairs Practice concentration) is designed to meet the curriculum guidelines of the Council for the Advancement of Standards in Higher Education (CAS). The Professional School Counseling program is also accredited/approved by the National Council for Accreditation of Teacher Education (NCATE) and the North Carolina Department of Public Instruction. The Marriage and Family Therapy program is accredited by the Commission on Accreditation for Marriage and Family Therapy Education of the American Association for Marriage and Family Therapy, 1133 Fifteenth Street, N.W., Suite 300, Washington, DC 20005-2710, (202) 452-0109.

MASTER OF ARTS PROGRAM REQUIREMENTS/OPTIONS

The basic requirements for each program are listed below. In addition to the curriculum listed under each program, these nine items apply to the College Student Development, Community Counseling, Marriage and Family Therapy, and Professional School Counseling programs.

1. Students who have not had a previous course in statistics must take FDN 5000 before enrolling in HPC 5140.
2. A first master's degree in Community Counseling (non-thesis option) requires completion of a minimum of 60 semester hours of approved courses.
A first master's degree in College Student Development (non-thesis option), Marriage and Family Therapy, and Professional School Counseling requires completion of a minimum of 48 semester hours of approved courses.
3. A thesis option requires a minimum of 38 semester hours of approved course work plus thesis hours (4 s.h.) = 42 s.h. total except the Community Counseling program which requires a minimum of 50 s.h. of approved course work plus thesis hours (4 s.h.) = 54 s.h. total. The thesis option for Marriage and Family Therapy requires a minimum of 48 semester hours of approved course work plus thesis hours (4 s.h.) = 52 total hours.
4. A second master's degree requires meeting all program course requirements with a minimum of 36 semester hours.
5. Students in CACREP approved programs in the department must meet for a minimum of 10 clock hours in a planned group activity intended to provide direct experiences as a participant in a small group. This requirement is met during HPC 5790 and/or HPC 6720.

6. On an individual basis, students may be required to receive professional counseling to aid them in their personal growth.
7. The *Handbook of Policies and Procedures* available in the HPC office provides information on liability insurance, academic appeals, retention policy, personal endorsement policy, admissions policies, and placement services.
8. Permission forms to take practica and internships are available in the HPC office and must be completed prior to registration.
9. Applicants for programs in College Student Development, Marriage and Family Therapy, and Professional School Counseling are required to take the Graduate Record Exam (GRE) and have an interview which can be conducted by telephone if the applicant cannot visit campus. The program in Community Counseling requires the Graduate Record Exam (GRE).

MASTER OF ARTS IN COLLEGE STUDENT DEVELOPMENT

Major Code: 496*/13.1102

Concentrations: College Counseling (496B)

Student Affairs Practice (496C)

Students majoring in College Student Development (496*/13.1102) leading to a Master of Arts degree will take the courses listed below. This program is designed to prepare student development specialists to work in a variety of areas (residence life, career development, student activities, leadership, academic advising, etc.) within colleges and universities. Students must select one of the following concentrations: College Counseling (496B) or Student Affairs Practice (496C). In addition to the core and the required concentration courses, students will select, in cooperation with and approved by the student's advisor and program committee, from a variety of elective courses which will help meet their individual career objectives. Each student should see her/his advisor prior to registering. All electives must be approved by each student's program committee.

Prerequisite:

Baccalaureate degree from an accredited college or university.

Basic Criteria for Consideration:

GPA of 3.0 or higher in the last 60 hours of undergraduate work and official GRE scores from ETS.

OR

Cumulative GPA or last 60 hours GPA below 3.0 but above 2.70, and official GRE Verbal plus Quantitative (or Analytical if available) score of 800. The GRE Writing test will be considered, but no minimum score has been established.

Other Criteria for All Applicants:

Applicant must complete a questionnaire developed by the Department of Human Development and Psychological Counseling. Three recommendations.

Interview.

Deadline: Rolling admission begins around February 1 for Summer or Fall admission, and continues until admission quota has been reached.

Hours: 42 semester hours with thesis; 48 semester hours without thesis

Required Courses: (18 s.h.)

FDN	5000	Research Methods	3
HPC	5210	Life and Career Planning	3
HPC	5380	College Students and Their Environments	3
HPC	5410	Introduction to Student Affairs	3
HPC	5751	Ethics and Law in Professional Practice	3
HPC	5820	Student Development Theories	3
SUBTOTAL HOURS			18

CONCENTRATIONS AND INTERNSHIP

Each student must select one of the following two concentrations: College Counseling (496B) or Student Affairs Practice (496C). Additional courses may be required by the student's program committee as part of, or in addition to, the listed requirements and electives. The required internship (HPC 6900) will be designed to meet objectives within the chosen concentration. Prerequisites for the internship are the designated courses listed under each concentration and approval of the departmental chair. Practicum/Internship request forms are available in the HPC office and must be completed and approved prior to registration.

COLLEGE COUNSELING CONCENTRATION (496B)

Required Concentration Courses: (18 s.h.)

HPC	5140	Psychological and Educational Testing	3
		(Prerequisite: FDN 5000 or previous course in statistics or permission of the instructor)	
HPC	5220	Counseling Theory and Techniques	3
HPC	5900	Practicum in Counseling	3

(Prerequisite: HPC 5220 and approval of the departmental chair)

HPC	6720	Group Counseling/Therapy	3
		(Prerequisite: HPC 5790 or previous course in groups)	
HPC	6900	Internship in College Student Development	6
		(Prerequisites: HPC 5410 and HPC 5900, Practicum in Counseling)	
		SUBTOTAL HOURS	18
Electives	(5000 level or above)		12
	(Students must take PSY 5552, Advanced Abnormal Psychology, or a related course approved by their advisor as one of their electives. Students may take other approved graduate level courses from a wide range of courses in this or other departments as electives provided that they have taken any necessary prerequisite and the course is consistent with the student's interests and career goals and approved by their advisor.)		
		SUBTOTAL HOURS	12
		TOTAL HOURS(without a thesis)	48

STUDENT AFFAIRS PRACTICE CONCENTRATION (496C)**Required Concentration Courses:** (15 s.h.)

HPC	5190	Helping Skills in Student Affairs Practice	3
HPC	6330	Assessment and Program Evaluation in Student Affairs	3
HPC	6410	Student Development Administration	3
		(Prerequisite: HPC 5410)	
HPC	6900	Internship in College Student Development	6
		(Prerequisites: HPC 5410 and HPC 5900, Practicum in College Student Development)	
		SUBTOTAL HOURS	15
Electives	(5000 level or above)		15
	(Students with no previous student affairs experience must take HPC 5900, Practicum in College Student Development, as a guided elective. Students may take other approved graduate level courses from a wide range of courses in this or other departments as electives provided that they have taken any necessary prerequisite and the course is consistent with the student's interests and career goals and approved by their advisor.)		
		SUBTOTAL HOURS	15
		TOTAL HOURS (without a thesis)	48

Thesis: In exceptional circumstances and with approval of the Program Director, a student may elect to complete a thesis as part of the degree program. Please consult the Program Director for information regarding this option.

Proficiency: None required

Comprehensive: Required - Students should take the required courses (excluding the Internship) prior to taking the comprehensive exam.

Product of Learning: None required

Capstone/Capstone Experience: None required

Seminar: None required

NOTE: National Accreditation - The program in College Student Development (College Counseling concentration) is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and, thus, graduates are immediately eligible to take the examination to become a National Certified Counselor (NCC). The program in College Student Development (Student Affairs Practice concentration) is designed to meet the curriculum guidelines of the Council for the Advancement of Standards (CAS) for Graduate Preparation Programs in College Student Affairs.

MASTER OF ARTS IN COMMUNITY COUNSELING

Major Code: 405*/13.1102

Concentrations: Addictions Counseling (405B)

Body Centered Therapy (405H)

Community Counseling, General (405G)

Expressive Arts Therapy (405F)

Marriage and Family Counseling (405E)

The Master of Arts degree in Community Counseling (405*/13.1102) is designed to meet the need for advanced preparation of counselors and other helping professionals who work in a wide variety of human service agencies (including mental health centers,

social service agencies, business and industry and others). In addition to the core curriculum, students can select, in cooperation with their departmental advisor, from a variety of elective courses which will help meet their individual career objectives. Specialized concentrations are available as listed below including a general concentration for students who choose to design, along with their advisor, their own emphasis.

Prerequisite:

Baccalaureate degree from an accredited college or university.

Basic Criteria for Consideration:

GPA of 3.0 or higher in the last 60 hours of undergraduate work and official GRE scores from ETS.

OR

Cumulative GPA or last 60 hours GPA below 3.0 but above 2.70, and official GRE Verbal plus Quantitative (or Analytical if available) score of 800. The GRE Writing test will be considered, but no minimum score has been established.

Other Criteria for All Applicants:

Applicant must complete a questionnaire developed by the Department of Human Development and Psychological Counseling. Three recommendations.

Deadline:

Rolling admission begins around February 1 for Summer or Fall admission, and continues until admission quota has been reached.

Hours: 54 semester hours with thesis; 60 semester hours without thesis

Required Courses: (39 s.h.)

FDN	5000	Research Methods	3
HPC	5110	Multicultural Counseling	3
HPC	5120	Introduction to Community Counseling	3
HPC	5140	Psychological and Educational Testing.....	3
		(Prerequisite: FDN 5000 or previous course in statistics or permission of the instructor)	
HPC	5210	Life and Career Planning	3
HPC	5220	Counseling Theory and Techniques	3
HPC	5752	Legal and Ethical Issues in Community Counseling	3
HPC	5900	Practicum in Counseling	3
		(Prerequisites: HPC 5220 and approval of the departmental chair)	
HPC	6451	Community Counseling Seminar	3
HPC	6720	Group Counseling/Therapy.	3
		(Prerequisite: HPC 5790 or equivalent)	
HPC	6900	Internship in Community Counseling	6
		(Prerequisites: HPC 5120, HPC 5220, HPC 5900 and approval of the departmental chair)	
PSY	5552	Advanced Abnormal Psychology	3
		SUBTOTAL HOURS	39

CONCENTRATIONS

Each student must select one of the following five concentrations: Addictions Counseling (405B), Body Centered Therapy (405H), Community Counseling, General (405G), Expressive Arts Therapy (405F), or Marriage and Family Counseling (405E). The required internship listed above will be designed to meet objectives within each concentration.

ADDICTIONS COUNSELING CONCENTRATION (405B)

The North Carolina Substance Abuse Professional Certification Board exempts graduates with an addictions counseling concentration (4 addictions courses plus internship) from 18 months of the 36 months experience requirement.

Required Concentration Courses: (9 s.h.)

HPC	5560	The Addictive Process	3
HPC	5570	Counseling the Addicted Person	3
		(Prerequisite: HPC 5560)	

and

Choose one of the following courses.....	3
HPC 5274 Substance Abuse in Family Systems (3 s.h.)	
HPC 5710 Helping the Troubled Employee (3 s.h.)	
HPC 6570 The Appalachian Addictions Institute (3 s.h.)	
HPC 6770 Current Issues and Special Populations in Addictions Counseling (3 s.h.)	
SUBTOTAL HOURS	9

Thesis Option: (6 s.h.)

HPC	5999	Thesis .....	.4
Electives (2 s.h. required - SEE ELECTIVES LIST BELOW*) .....			.2
		SUBTOTAL HOURS.....	6
		TOTAL HOURS (with a thesis)	54

OR

Non-Thesis Option: (12 s.h.)

Electives (12 s.h. required - SEE ELECTIVES LIST BELOW*) .....			.12
SUBTOTAL HOURS .....			.12
TOTAL HOURS (without a thesis)			60

BODY CENTERED THERAPY CONCENTRATION (405H)**Required Concentration Courses: (6 s.h.)**

HPC	5870	Creative Process, Movement and Therapy .....	.3
HPC	6350	Body/Mind .....	.3
		SUBTOTAL HOURS.....	6

Thesis Option: (9 s.h.)

HPC	5999	Thesis .....	.4
Electives (5 s.h. required - SEE ELECTIVES LIST BELOW*) .....			.5
		SUBTOTAL HOURS	9
		TOTAL HOURS (with a thesis)	54

OR

Non-Thesis Option: (15 s.h.)

Electives (15 s.h. required - SEE ELECTIVES LIST BELOW*) .....			.15
SUBTOTAL HOURS .....			.15
TOTAL HOURS (without a thesis)			60

COMMUNITY COUNSELING, GENERAL CONCENTRATION (405G)

This is a specialized concentration which is available for students who choose to design, along with their graduate advisor, their own emphasis in community counseling. An individualized emphasis may be designed around a student's specific interest but must include HPC 6900, Internship in Community Counseling and must be approved by her/his advisor. In addition to the 39 s.h. of required courses as noted above, students must select either the thesis or the non-thesis option as follows:

Thesis Option: (15 s.h.)

HPC	5999	Thesis .....	.4
Electives (11 s.h. required - SEE ELECTIVES LIST BELOW*) .....			.11
		SUBTOTAL HOURS	15
		TOTAL HOURS (with a thesis)	54

OR

Non-Thesis Option: (21 s.h.) Electives (21 s.h. required - SEE ELECTIVES LIST BELOW*)

SUBTOTAL HOURS			21
TOTAL HOURS (without a thesis)			60

EXPRESSIVE ARTS THERAPY CONCENTRATION (405F)**Required Concentration Courses: (9 s.h.)**

HPC	6360	Therapy and the Expressive Arts .....	.3
HPC	6370	Intermodal Expressive Arts .....	.3

and

Choose one of the following courses:.....

ANT	5410	Qualitative Research Methods (3 s.h.)	
HPC	5531	Selected Topics: Summer Institute: Expressive Arts in Counseling (3 s.h.)	
HPC	5535	Selected Topics: Summer Institute: The Use of Creative and Expressive Arts with Children and Adolescents (3 s.h.)	
HPC	5860	Dreamwork: Clinical Methods (3 s.h.)	

HPC 5870/DAN 4870	Creative Process, Movement and Therapy (3 s.h.)
HPC 6160	Gestalt Therapy (3 s.h.)
HPC 6340	Ecotherapy (3 s.h.)
HPC 6350	Body/Mind (3 s.h.)
HPC 6380	Therapeutic Writing (3 s.h.)
HPC 6390	Current Issues in Expressive Arts Therapy (3 s.h.)
MUS 5006	Philosophy of Music (3 s.h.)
	SUBTOTAL HOURS 9

Thesis Option: (6 s.h.)

HPC 5999	Thesis.	4
Electives (2 s.h. required - SEE ELECTIVES LIST BELOW*)	.....	2
	SUBTOTAL HOURS	6
	TOTAL HOURS (with a thesis)	54

OR

Non-Thesis Option: (12 s.h.)

Electives (12 s.h. required - SEE ELECTIVES LIST BELOW*)	.....	12
	SUBTOTAL HOURS	12
	TOTAL HOURS (without a thesis)	60

MARRIAGE AND FAMILY COUNSELING CONCENTRATION (405E)

The Marriage and Family Counseling concentration is **not** designed to meet clinical membership requirements of the American Association for Marriage and Family Therapy (AAMFT) or licensure in North Carolina as a marriage and family therapist. The program designed to meet these requirements is described elsewhere in this section.

Required Concentration Courses: (9 s.h.)

HPC 5270	Theories of Marriage and Family Therapy I	3
and		
Choose two of the following courses		6
HPC 5271	Theories of Marriage and Family Therapy II (3 s.h.)	
HPC 5272	Family Development and Therapy (3 s.h.)	
HPC 5273	Mediation and Divorce Therapy (3 s.h.)	
HPC 5274	Substance Abuse in Family Systems (3 s.h.)	
HPC 5275	Systemic Family Therapy Institute (3 s.h.)	
HPC 6270	Marriage and Family Counseling: Clinical Issues (3 s.h.)	
HPC 6271	Theories of Marriage and Family Therapy III (3 s.h.)	
HPC 6710	Human Sexuality (3 s.h.)	
HPC 6730	Sexual Abuse Counseling (3 s.h.)	
	SUBTOTAL HOURS.	9

Thesis Option: (6 s.h.)

HPC 5999	Thesis.	4
Electives (2 s.h. required - SEE ELECTIVES LIST BELOW*)	.....	2
	SUBTOTAL HOURS	6
	TOTAL HOURS (with a thesis)	54

OR

Non-Thesis Option: (12 s.h.) Electives (12 s.h. required - SEE ELECTIVES LIST BELOW*)

Electives (12 s.h. required - SEE ELECTIVES LIST BELOW*)	.....	12
	SUBTOTAL HOURS	12
	TOTAL HOURS (without a thesis)	60

***ELECTIVES:** The total number of elective hours depends on the selected concentration above. Students may take other graduate courses as electives (with the advice and the approval of the student's graduate advisor) provided that: a) they have taken any necessary prerequisite for the course, and b) the course is consistent with the student's interests and career goals. The following suggested electives are seen as being particularly relevant for a "typical" student.

HPC 5130	Women's Issues in Counseling (3 s.h.)
HPC 5680	Counseling the Aging (3 s.h.)
HPC 5850	Theory and Practice of Reality Therapy (3 s.h.)
HPC 5860	Dreamwork: Clinical Methods (3 s.h.)

HPC	6160	Gestalt Therapy (3 s.h.)
HPC	6350	Body/Mind (3 s.h.)
HPC	6360	Therapy and the Expressive Arts (3 s.h.)
HPC	6370	Intermodal Expressive Arts (3 s.h.)
HPC	6730	Sexual Abuse Counseling (3 s.h.)
PSY	5565	Adolescent Psychology (3 s.h.)

Thesis: Optional**Proficiency:** None required**Comprehensive:** Required - Students should take the required courses (excluding the Internship) prior to taking the comprehensive exam.**Product of Learning:** None required**Capstone/Capstone Experience:** None required**Seminar:** None required**NOTE:** Reminders for ALL concentrations in the M.A. degree in Community Counseling:

1. It is the student's responsibility to develop a written plan of study with her/his advisor after completing 9 hours. In planning this program, students should take the required courses (excluding Internship) prior to taking the comprehensive exam.
2. Internship: The internship (HPC 6900) is designed to be a full-time learning experience (600 clock hours) in an agency setting. These placements are arranged through consultation with the student's advisor and in most cases will be with agencies outside of the immediate Boone area. Students employed in agency settings may, with permission, complete their internship within the context of their work setting.
3. Students should preregister to insure their places in the courses they select.
4. National Accreditation: This program is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and, thus, graduates are immediately eligible to take the examination to become a National Certified Counselor (NCC). Graduates of this program with appropriate experience will be eligible to take an examination given by the National Academy of Clinical Mental Health Counselors. Successful completion of the examination will qualify the individual to become a Certified Clinical Mental Health Counselor.

MASTER OF ARTS IN MARRIAGE AND FAMILY THERAPY**Major Code:** 468A/51.1505

Students majoring in Marriage and Family Therapy (468A/51.1505) leading to a Master of Arts degree will take courses listed below. This program is designed to meet the need for advanced preparation of therapists who work with families in a wide variety of work settings.

Students who meet the general graduate school requirements are considered for admission into the Marriage and Family Therapy Program by the Admissions Committee. The committee is comprised of the MFT faculty. In reaching admissions decisions, the committee considers GPA, GPA in major, GPA in related courses, GRE scores, response to the departmental questionnaire, letters of reference and performance in an interview conducted by faculty and current students. There are circumstances in which exceptions may be made.

Prerequisite: Baccalaureate degree from an accredited college or university.**Basic Criteria for Consideration:**

GPA of 3.0 or higher in the last 60 hours of undergraduate work and official GRE scores from ETS.

OR

Cumulative GPA or last 60 hours GPA below 3.0 but above 2.70, and official GRE Verbal plus Quantitative (or Analytical if available) score of 800. The GRE Writing test will be considered, but no minimum score has been established.

Other Criteria for All Applicants:

Applicant must complete a questionnaire developed by the Department of Human Development and Psychological Counseling. Three recommendations.

Interview.

Deadline: Rolling admission begins around February 1 for Summer or Fall admission, and continues until admission quota has been reached.

Limited enrollment is available. Decision date: February 1 and continuing until all spaces have been filled.

Hours: 52 semester hours with thesis; 48 semester hours without thesis

Non-Thesis Option: (48 s.h.)

Required Courses:

Theoretical Foundations of Marital and Family Therapy:

HPC	5270	Theories of Marriage and Family Therapy I	3
		SUBTOTAL HOURS	3

Assessment and Treatment in Marital and Family Therapy:

HPC	5271	Theories of Marriage and Family Therapy II	3
HPC	6270	Marriage and Family Counseling: Clinical Issues	3
HPC	6271	Theories of Marriage and Family Therapy III.	3
HPC	6280	Assessment and Diagnosis in Marriage and Family Therapy	3
and			
Choose one of the following 4 courses:			3
HPC	5273	Mediation & Divorce Therapy (3 s.h.)	
HPC	5274	Substance Abuse in Family Systems (3 s.h.)	
HPC	5275	Systemic Family Therapy Institute (3 s.h.)	
HPC	6162	Systemic Gestalt Therapy (3 s.h.)	
		SUBTOTAL HOURS	15

Human Development and Family Studies:

HPC	5272	Family Development and Therapy	3
HPC	6710	Human Sexuality	3
and			
Choose one of the following 8 courses:			3
FCS	5100	Application and Theories of Child Development (3 s.h.)	
HPC	5110	Multicultural Counseling (3 s.h.)	
HPC	5130	Women's Issues in Counseling (3 s.h.)	
HPC	5680	Counseling the Aging (3 s.h.)	
HPC	6290	Child and Adolescent Therapy (3 s.h.)	
SOC	5400	Sociology of Adult Development and Aging (3 s.h.)	
SOC	5560	Race and Minority Relations (3 s.h.)	
SOC	5800	Sociology of the Family (3 s.h.)	
		SUBTOTAL HOURS	9

Ethics and Professional Studies:

HPC	5753	Legal and Ethical Issues in Marriage and Family Therapy	3
		SUBTOTAL HOURS	3

Research:

FDN	5000	Research Methods	3
		SUBTOTAL HOURS	3

Supervised Clinical Practice:

HPC	6900	Internship in Marriage and Family Therapy (3+3+6)	12
(Instructors for HPC 6900 are AAMFT approved Supervisors or approved Supervisors in Training. The three internship semesters will cover the whole calendar year, including summer.)			
		SUBTOTAL HOURS	12

Electives:

Choose one of the following courses, or another course may be selected upon approval by the student's advisor:

HPC	5210	Life and Career Planning (3 s.h.)	
HPC	5220	Counseling Theory and Techniques (3 s.h.)	
HPC	5850	Theory & Practice of Reality Therapy (3 s.h.)	
HPC	6160	Gestalt Therapy (3 s.h.)	
HPC	6570	The Appalachian Addictions Institute (3 s.h.)	
HPC	6720	Group Counseling/Therapy (3 s.h.)	
HPC	6730	Sexual Abuse Counseling (3 s.h.)	
PSY	5552	Advanced Abnormal Psychology (3 s.h.)	
		SUBTOTAL HOURS	3
		TOTAL HOURS (without a thesis)	48

OR

Thesis Option: (52 s.h. required)

HPC	5999	Thesis	4
and			
The 48 s.h. of courses listed for the above Non-Thesis Option			48

TOTAL HOURS (with a thesis) 52

Thesis: Optional

Proficiency: None required

Comprehensive: Required - Students should take the required courses (excluding the Internship) prior to taking the comprehensive exam.

Product of Learning: None required

Capstone/Capstone Experience: None required

Seminar: None required

NOTE: National Accreditation - The Marriage and Family Therapy Program at Appalachian State University is accredited by the Commission on Accreditation for Marriage and Family Therapy Education of the American Association for Marriage and Family Therapy, 1133 Fifteenth Street, N.W., Suite 300, Washington, DC 20005-2710, (202) 452-0109.

MASTER OF ARTS IN PROFESSIONAL SCHOOL COUNSELING

Major Code: 427*/13.1101 [T]

Concentrations:

Elementary/Middle School Licensure (427B)[T]

Secondary School Licensure (427C)[T]

Students majoring in Professional School Counseling (427*/13.1101)[T] leading to a Master of Arts degree and North Carolina licensure as a school counselor will take the courses listed below. Although North Carolina licensure is for K-12, each student should choose and follow either the Elementary/Middle School Licensure concentration (427B)[T] or the Secondary School Licensure concentration (427C)[T] in choosing electives. Other elective courses will be chosen in cooperation with the departmental advisor. Each student must see her/his advisor prior to registering.

Prerequisite: Baccalaureate degree from an accredited college or university.

Basic Criteria for Consideration:

GPA of 3.0 or higher in the last 60 hours of undergraduate work and official GRE scores from ETS.

OR

Cumulative GPA or last-60-hours GPA below 3.0 but above 2.70, and official GRE Verbal plus Quantitative (or Analytical if available) score of 800. The GRE Writing test will be considered, but no minimum score has been established.

Other Criteria for All Applicants:

Applicant must complete a questionnaire developed by the Department of Human Development and Psychological Counseling. Three recommendations.

Interview.

Deadline: Rolling admission begins around February 1 for Summer or Fall admission, and continues until admission quota has been reached.

Hours: 42 semester hours with thesis; 48 semester hours without thesis

Required Courses: (36 s.h.)

FDN	5000	Research Methods	3
HPC	5140	Psychological and Educational Testing	3
		(Prerequisite: FDN 5000 or previous course in statistics, or permission of the instructor)	
HPC	5210	Life and Career Planning	3
HPC	5220	Counseling Theory and Techniques	3
HPC	5310	Introduction to Professional School Counseling	3
HPC	5754	Legal & Ethical Issues in Professional School Counseling	3
HPC	5790	Group Methods and Processes.....	3
HPC	5900	Practicum in Counseling.	3
		(Prerequisites: HPC 5220, specific program requirements, and prior approval of the departmental chair)	
HPC	6452	Seminar in Professional School Counseling	3
		(Prerequisite: HPC 5310)	

HPC	6620	School-Based Consultation	3
HPC	6900	Internship in Professional School Counseling	6
		(Prerequisites: HPC 5140, HPC 5210, HPC 5220, HPC 5310, HPC 5754, HPC 5790, HPC 5900 (Practicum in Counseling), HPC 6620, and approval of the departmental chair)	
		SUBTOTAL HOURS.	36

CONCENTRATIONS

Each student must select one of the following two concentrations: Elementary/ Middle School Licensure (427B)[T], or Secondary School Licensure (427C)[T].

ELEMENTARY/MIDDLE SCHOOL LICENSURE CONCENTRATION (427B)[T]

The specific concentration/elective courses required for this concentration must be approved by the graduate advisor in advance.

Thesis Option: (6 s.h.)

HPC	5999	Thesis	4
		Concentration/Elective Hours (5000 level or above)	2
		SUBTOTAL HOURS.	6
		TOTAL HOURS (with a thesis)	42

OR

Non-Thesis Option: (12 s.h.)

Concentration/Elective Hours (5000 level or above)	12
SUBTOTAL HOURS.	12
TOTAL HOURS (without a thesis)	48

SECONDARY SCHOOL LICENSURE CONCENTRATION (427C)[T]

The specific concentration/elective courses required for this concentration must be approved by the graduate advisor in advance.

Thesis Option: (6 s.h.)

HPC	5999	Thesis	4
		Concentration/Elective Hours (5000 level or above)	2
		SUBTOTAL HOURS.	6
		TOTAL HOURS (with a thesis)	42

OR

Non-Thesis Option: (12 s.h.)

Concentration/Elective Hours (5000 level or above)	12
SUBTOTAL HOURS.	12
TOTAL HOURS (without a thesis)	48

Thesis: Optional

Proficiency: None required

Comprehensive: Required - Students should take the required courses (excluding the Internship) prior to taking the comprehensive exam.

Product of Learning: None required

Capstone/Capstone Experience: None required

Seminar: None required

NOTES:

1. Completion of the above program leads to eligibility for licensure in North Carolina on the condition that minimum test requirements are met.
2. Endorsement for professional school counseling licensure from Appalachian requires that applicants complete a master's degree program in professional school counseling. Applicants with a master's degree in fields other than professional school counseling must complete a second master's degree after following the regular admissions process through the Graduate School. Graduates from another HPC Master's degree program will be considered on an individual basis.
3. **Internship:** The internship (HPC 6900) is designed to be a full-time experience engaging in all of the activities of a counselor in a public school. These placements are arranged through consultation with the student's advisor. Part-time students already

employed as school counselors may, with permission, complete their internship within the context of their job setting.

4. National Accreditation: This program is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and, thus, graduates or students nearing graduation are eligible to take the examination to become a National Certified Counselor (NCC).
5. In both required courses and electives, students are required to become familiar with the special needs and problems of the exceptional child and with methods of assisting youth with special needs.

For an explanation of the course prefixes used in the following list of courses, see the index.)

HUMAN DEVELOPMENT AND PSYCHOLOGICAL COUNSELING (HPC)

HPC 5000. Internship in Public Schools/(1-9).On Demand.

Designed for school counselor graduate students who do not possess an "A" teaching license and who must have an extended internship in a public school setting prior to obtaining a "G" license. Each internship is arranged and coordinated on an individual basis consistent with state policies. This course will be limited to students accepted into the school counselor program and the course credit will not count toward the graduate degree. Graded on an S/U basis. [Dual-listed with HPC 4900.]

HPC 5100. Counseling Techniques for Teachers of Young Adolescents/(3).On Demand.

Acquaint teachers of early adolescents with appropriate counseling techniques, interactional processes, and resource materials.

HPC 5110. Multicultural Counseling/(3).S.

An exploration of counseling issues related to a culturally diverse client population.

HPC 5120. Introduction to Community Counseling/(3).F.

An introduction to the issues, functions and scope of the work being done in various human service agencies. Helping approaches with selected client populations and related professional concerns will be examined.

HPC 5130. Women's Issues in Counseling/(3).S.Even-numbered years.

Based on study of historical, social, multicultural, and familial influences on the development of women, this course addresses counseling issues related to women's identity, self-esteem and relationships.

HPC 5140. Psychological and Educational Testing/(3).F;S.

A study of representative psychological and educational tests/inventories including the rationale which underlies testing. Prerequisite: FDN 5000 or previous course in statistics or permission of the instructor.

HPC 5190. Helping Skills in Student Affairs Practice/(3).S.

An introduction and overview to the role of the student affairs educator as a facilitator of individual and group development. Methods of helping, group facilitation skills, and leading and managing groups appropriate to student affairs functions will be developed.

HPC 5210. Life and Career Planning/(3).F;S.SS.

Assists counselors and others in various work settings to attain knowledge and skills essential in helping individuals to consider possible careers and life style options. Approaches to career development, sources of informational materials, and the life planning needs of particular clientele are emphasized.

HPC 5220. Counseling Theory and Techniques/(3).F;S.

Several selected theories of counseling will be studied in depth, emphasizing primary sources. Other theories will be studied, giving breadth to this area of knowledge. Interrelationships of personality development, learning and "problems" will be stressed.

HPC 5270. Theories of Marriage and Family Therapy I/(3).F.

A study from the systemic perspective of the historical development, theoretical and empirical foundations, and current issues in marriage and family therapy. Major models of marriage, couple and family therapy are surveyed.

HPC 5271. Theories of Marriage and Family Therapy II/(3).S.

A study of a selected number of theories concerning marriage and family therapy. Class will involve role play, group discussion, and demonstration of marriage and family therapy. Prerequisite: HPC 5270.

HPC 5272. Family Development and Therapy/(3).S.

An introduction to a variety of systemic theories of family. Emphasis will be given to clinical issues of family development as they pertain to family therapy.

HPC 5273. Mediation and Divorce Therapy/(3).F.

Even-numbered years. Recognizing divorce as a frequent phenomenon in families, this course is designed to study the history, effects, and re-growth as a result of divorce. In addition to a review of current literature, there will be a concentration on pertinent, long-term studies of divorces, and the results and effects on children, as well as viewing proposed models of mediation and therapy for persons who choose to pursue such assistance.

HPC 5274. Substance Abuse in Family Systems/(3).S.

Even-numbered years. An examination of the range of substance abuse issues impacting the family system. Topics will include etiology of substance abuse and addiction within the family, impact upon members of the system and its dynamics, intervention and treatment approaches, and long-term recovery issues. Special attention will be given to the topics of co-dependency and core issues of adult children of dysfunctional families. Prerequisites: HPC 5270, SOC 5570/HPC 5560, or permission of the instructor.

HPC 5275. Systemic Family Therapy Institute/(3-9).SS.

Variable content. Barring duplication, a student may repeat the course and earn up to a total of nine semester hours. This annual summer institute is designed to provide graduate students and working professionals with an opportunity for in-depth exploration of cutting-edge topics within the marriage and family therapy field. Graded on an S/U basis.

HPC 5310. Introduction to Professional School Counseling/(3).F.

The study of comprehensive, developmental school counseling programs; appropriate counselor roles (counseling, coordination, and consultation); and methods of providing services to students, families, and school personnel within a collaborative framework.

HPC 5315. Elementary/Middle Grades School Counseling/(3).

On Demand. Designed primarily for counselors who plan to work or are currently working in elementary or middle grades set-

tings. Emphasis is given to philosophy and organization; the role and functions of elementary and middle grades counselors; components of comprehensive elementary and middle grades school counseling programs; and special issues related to theory and practice of working with children and adolescents.

HPC 5380. College Students and Their Environments/(3).F. A study of characteristics, needs, and goals of college students, including selected populations; appraisal and effect of college environments and other socio-cultural factors on students; and implications for Student Affairs Practice.

HPC 5410. Introduction to Student Affairs/(3).F. An introduction and overview of student affairs functions within institutions of higher education emphasizing the history, student affairs programming models, professional standards and ethics in professional conduct, professional associations, organizational models and staffing patterns, and issues and trends in student affairs practice.

HPC 5500. Independent Study/(1-4)F;S.On Demand.

HPC 5530-5549. Selected Topics/(1-4).On Demand.

Subject matter may vary from term to term depending on student interest and need. A student may enroll more than once in a selected topics course provided that the content does not duplicate that of the previous course.

HPC 5560. The Addictive Process/(3).F;S.

An examination of sociological and psychological contributions to alcohol and drug addiction and abuse in our society. The addictive process and its impact on the individual and society are described, as well as treatment and preventive program efforts. Students will also examine their own feelings and attitudes about alcohol and drug use and abuse. (Same as SOC 5570.) [Dual-listed with HPC 4570.]

HPC 5570. Counseling the Addicted Person/(3).F.

An in-depth study of the various intervention and therapeutic models utilized with addicted clients, including individual, group, and family counseling approaches. Unique aspects, demands, and imperatives of the addiction vis-a-vis the helping relationship are discussed. Prerequisite: HPC 5560.

HPC 5680. Counseling the Aging/(3).F.Even-numbered years.

This course is designed to aid graduate students interested in gerontology to understand and appreciate aging as a lifelong process. Emphasis is also given to various effects of aging-physiological, psychological, financial, etc. Counseling strategies and understanding family dynamics pertaining to aging will also be studied.

HPC 5700. Teaching Sex Education Within a Family Context/(3).F.

This course is designed to help health educators learn and develop strategies for teaching family living and sexuality to different age groups such as elementary, middle grades, secondary and adults. Topics to be included are reproductive anatomy, physiology, STD and AIDS, varying cultural differences, and gaining community support. Each student will be responsible for developing appropriate curricula materials for the age group she/he will be teaching. (Same as HED 5710.) [Dual-listed with HPC 4710.]

HPC 5710. Helping the Troubled Employee/(3).On Demand.

An introduction to employee assistance programming in a wide variety of settings. Historical development, current issues and trends, program structure, implementation, administration and evaluation are stressed. Visiting practitioners, student projects, and field trips will emphasize practical skills development in this helping model based in the work setting.

HPC 5751. Ethics and Law in Professional Practice/(3).S.

A study of current legal and ethical issues confronting the college student development specialist or counselor in practice. Topics include authority and environment of ethics and law, ethical decision analysis, and topical issues such as student safety, liability, confidentiality, privacy, libel and slander, due process, and other related ethical and legal concepts. The course goal is to provide future practitioners with a working knowledge of ethical and legal issues so as to inform good practice.

HPC 5752. Legal and Ethical Issues in Community Counseling/(3).F.

A study of legal and ethical issues confronting community agency, mental health and rehabilitation counselors. Topics include moral reasoning, tort liability, confidentiality, privacy, libel, slander, due process, federal and state rules, regulations, and statutes, and other important concepts and actions resulting in legal and ethical questions.

HPC 5753. Legal and Ethical Issues in Marriage and Family Therapy/(3).F.

A contextual study of legal and ethical issues related to the profession of marriage and family therapy. Topics include professional identity, scope of practice, professional organizations, licensure, ethical codes, confidentiality, legal responsibility and liabilities of clinical practice and research, family law, record keeping, reimbursement, and the business aspects of practice.

HPC 5754. Legal and Ethical Issues in Professional School Counseling/(3).S.

An exploration of ethical and legal standards, and applications specific to professional school counseling. General topics will include the ethical decision-making process, confidentiality, privileged communication, informed consent, duty to warn, dual relationships, record keeping, parental rights, the rights of minors, testifying in court, and testing. Special topics and the needs of special populations will be examined.

HPC 5790. Group Methods and Processes/(3).F;S.

A study of group dynamics, experimentation in groups, leadership roles, and applicability to other settings. [Dual-listed with HPC 4790.]

HPC 5820. Student Development Theories/(3).S.

To develop an understanding of human development, this course presents theories of learning, psychosocial, moral, and cognitive development, and related theories concerning the growth and development of college students.

HPC 5840. Human Relations and Interaction/(3).F;S.

Examines the key elements in effective interpersonal communication. Students will be exposed to one or more human relations models that are designed to improve their communication skills. Emphasis will be given to applying constructive methods of human relations in a variety of settings including business, schools, and social service agencies. [Dual-listed with HPC 4840.]

HPC 5850. Theory and Practice of Reality Therapy/(3).On Demand.

A basic course introducing the theory and practice of Reality Therapy in a variety of therapeutic settings. Emphasis will be placed on the principles and implications of control theory, including the fundamentals of the practice of Reality Therapy, and its relationship to the cycle of counseling.

HPC 5860. Dreamwork: Clinical Methods/(3).F.

An in-depth study of dreamwork as a clinical method, including theoretical approaches to dreams, clinical issues and current trends, and cross-cultural perspectives on the role of dreams, myths, and symbols in psychological healing.

HPC 5870. Creative Process, Movement, and Therapy/(3).S.Odd-numbered years.

An examination of body awareness, creative expression, and movement in therapy. Particular attention will be paid to the concept of creative process and how it relates to human development, personality integration, and healing. [Dual-listed with DAN 4870.]

HPC 5900. Practicum/(1-9).F;S.

Practicum are available in the areas given below according to the chosen curriculum. Some practicums may be repeated for additional credit when there is space and upon approval of the advisor and the departmental chair. Graded on an S/U basis.

Practicum in Counseling

An in-depth study of the counseling and therapeutic process and the nature of the counseling relationship. These factors will be examined in relationship to the application of basic theoretical principles. Prerequisites: HPC 5220, specific program requirements, and prior approval of the departmental chair.

Practicum in College Student Development

An opportunity for on-the-job observation and limited practice in at least two student development functions/offices either on the ASU campus or in another area post-secondary institution. Open only to student development majors. Prior approval of the departmental chair.

Practicum in Group Leadership

Supervised practice in group leadership. Prerequisites: HPC 5790, HPC 6720, and prior approval of the departmental chair.

HPC 5989. Graduate Research/(1-9).F;S.

This course is designed to provide access to University facilities for continuing graduate research at the master's and specialist's levels. Graded on an S/U basis. HPC 5989 does not count toward a degree.

HPC 5999. Thesis/(1-4).F;S.

Graded on an S/U basis.

HPC 6160. Gestalt Therapy/(3).S.Even-numbered years.

An examination of the Gestalt Therapy model. The course combines experiential and conceptual approaches. Emphasis is placed on developing personal and unique styles of interventions within the framework of Gestalt Therapy.

HPC 6162. Systemic Gestalt Therapy/(3).SS.

An advanced course which focuses on the application of gestalt concepts within a systemic model. Prerequisite: HPC 6160 or permission of the instructor. Graded on an S/U basis.

HPC 6270. Marriage and Family Counseling: Clinical Issues/(3).F.

An examination of basic issues and special problems in the therapeutic intervention in families. Prerequisite: HPC 5270.

HPC 6271. Theories of Marriage and Family Therapy III/(3).SS.

A comprehensive survey of major models of marriage and family therapy with emphasis on the relationship of theory to practice.

HPC 6280. Assessment and Diagnosis in Marriage and Family Therapy/(3).SS.

A seminar designed to provide a background in diagnosis and assessment including skills necessary to conduct a relational assessment interview, as well as the development of assessment skills through the use of family sculpture, family genogram, role play, and exercises. Prerequisite: HPC 5271 or permission of the instructor.

HPC 6290. Child and Adolescent Therapy/(3).S.

The application of child development and counseling theories to the practice of counseling children and adolescents. Focus will be on clinical practice, diagnostic skills, play and art therapy, family systems interventions, parent training programs, and behavioral interventions.

HPC 6330. Assessment and Program Evaluation in Student Affairs/(3).F.

The focus will be on assessing outcomes of enrollment in post-secondary institutions, assessment methodologies used for exploring student outcomes, systematic program evaluation, and the application of student development theory to practice.

HPC 6340. Ecotherapy/(3).F.Even-numbered years.

This course will examine emerging paradigms in psychology and counseling in systems theory, the nature of consciousness, and ecopsychology.

HPC 6350. Body/Mind/(3).S.

A study of the interrelationship of physical and mental functioning as it pertains to counseling, including the mind/body problem as a systematic issue in psychology, exploration of the current resurgence of interest in mind/body functioning relative to total well-being, and an overview of current uses of mind/body experiences as therapeutic techniques.

HPC 6360. Therapy and the Expressive Arts/(3).F;S.

An examination of the relationship between artistic expression and individual mental health. Theories and techniques of various arts therapies will be studied relative to diagnosis and treatment as well as to personality integration and personal growth.

HPC 6370. Intermodal Expressive Arts/(3).F;S.

An examination of theories, techniques, and functions of psychotherapeutic approaches using intermodal expressive arts, emphasizing cross-cultural contexts of creative expression and human development.

HPC 6380. Therapeutic Writing/(3).F.

An exploration of writing and the therapeutic process. Students will experience a variety of methods in using the written word to enhance client change as well as for self-care for the therapist.

HPC 6390. Current Issues in Expressive Arts Therapy/(3).S.Even-numbered years.

An examination of current issues in expressive arts therapy, emphasizing cross-cultural contexts of creative expression and human development.

HPC 6410. Student Development Administration/(3).F.

An overview of organizational theories, management, and administration in student development practice, including budget and finance, governance and policy making, organizational change processes, process consultation, administrative uses of computers, and human resource development. Prerequisite: HPC 5410.

HPC 6451. Community Counseling Seminar/(3).F.

An examination of current issues and trends in mental health, agency and rehabilitation counseling focusing on the transition from clinical trainee to entry level practitioner in areas such as psychosocial assessment, prevention/education/intervention techniques, administration of programs, and supervision.

HPC 6452. Seminar in Professional School Counseling/(3).SS.

This course is designed to provide opportunities for students to further develop knowledge and skills in order to deliver a comprehensive and developmental school counseling program. A wide variety of topics currently addressed in professional school counseling literature will be studied. Prerequisite: HPC 5310.

HPC 6500. Independent Study/(1-4).On Demand.**HPC 6530-6549. Selected Topics/(1-4).On Demand.****HPC 6570. The Appalachian Addictions Institute/(3-9).SS.**

Variable content. Barring duplication, a student may repeat the course and earn up to a total of nine semester hours. This annual summer institute is designed to provide graduate students and working professionals with an opportunity for in-depth exploration of cutting-edge, clinical issues and topics within the addictions field. Graded on an S/U basis.

HPC 6620. School-Based Consultation/(3).S;SS.

For school psychologists, counselors and other human service personnel in various fields who deal with parents and/or teachers in a consultative and educational capacity. The course will include a review of consultation models and theories of both a group and triadic nature. It will also provide an opportunity for role play which reflects actual consulting situations. Emphasis will be placed on concerns related to academic deficit, behavioral problems in the school and home, and family stress. (Same as PSY 6620.)

HPC 6710. Human Sexuality/(3).S.

Classical and contemporary theories of sexual identity and behavior, family planning, reproduction, emotionality, intimacy, and values are studied. Special attention is given to the work of Kinsey, Hooker, and Masters and Johnson, and most recent researchers. Attention is given to futurity, especially as it pertains to current practices and values regarding family planning, general health, sexuality and one's self-esteem. Counseling strategies will be considered pertaining to many currently reported sexual dysfunctions such as impotence, premature ejaculation and lack of sexual response.

HPC 6720. Group Counseling/Therapy/(3).F;S.

Theory and practice of group counseling/therapy, including group process, leadership style, and outcome. Prerequisite: HPC 5790 or equivalent.

HPC 6730. Sexual Abuse Counseling/(3).S.

An in-depth examination of the subject of sexual abuse counseling. The course provides an overview of the issues involved in sexual abuse and relates these to the assessment and treatment processes used by counselors and other helping professionals.

HPC 6750. College Student Development Institute/(3-9).SS.

This annual summer institute is designed to allow college administrators, counselors, instructors, other student development personnel, and graduate students to consider a variety of issues facing students and student development specialists. There is variable content each summer with the theme and topics reflecting current issues and needs. Barring duplication, a student may repeat the course and earn up to a total of nine semester hours. Graded on an S/U basis.

HPC 6770. Current Issues and Special Populations in Addictions Counseling/(3).S.Even-numbered years.

Current issues in the addictions field as they impact both counselors and their clients are addressed. Both practical and theoretical orientations of working with addicted clients are discussed. An emphasis is placed in the course on working with rural and minority clients.

HPC 6900.Internship/(1-18).F;S.

Advanced students in counselor education will have supervised experiences in specific functions of the counselor education field in a public school system, post-secondary institution, or other appropriate agency. In addition to those listed below, other specific experiences will be developed and approved by the student and the student's Advisory Committee. May be taken up to a total of eighteen semester hours with permission of the departmental chair. Graded on an S/U basis. Prerequisite: prior approval of the departmental chair.

Internship in Professional School Counseling

Practice in the application of skills used in counseling elementary/middle/secondary school youth. Setting to be decided upon in consultation with the internship supervisor. A minimum of 600 clock hours of work (full-time) as a counselor in the school will be required. Graded on an S/U basis. Prerequisites: HPC 5140, HPC 5210, HPC 5220, HPC 5310, HPC 5754, HPC 5790, HPC 5900, HPC 6620/PSY 6620, and approval of the departmental chair.

Internship in Community Counseling

On-the-job experience will be emphasized through placement of students in appropriate human service agencies. Includes practice in the counseling and other helping skills used in various agencies. Available primarily for Community Counseling majors. Graded on an S/U basis. Prerequisites: HPC 5120, HPC 5220, HPC 5900 (Practicum in Counseling), and prior approval of the departmental chair.

Internship in College Student Development

On-the-job experience will be emphasized through placement of students in specific student development functions/offices either on the ASU campus or in another area post-secondary institution. Available primarily for college student development majors. Graded on an S/U basis. Prerequisites: HPC 5410, HPC 5900 (Practicum in College Student Development) and/or HPC 5900 (Practicum in Counseling), and prior approval of the departmental chair.

Internship in Marriage and Family Therapy

Supervised practice in the application of skills used in counseling couples and families. Open only to marriage and family therapy majors. Graded on an S/U basis. Prior approval of the departmental chair.

Department of Interdisciplinary Studies

Harriette C. Buchanan, Acting Chair and Professor

Ph.D., The University of North Carolina at Chapel Hill
Twentieth-Century British and American Literature, Appalachian Culture, Culture and Literature of the American South

Elizabeth A. Beaulieu, Assistant Professor

Ph.D., The University of North Carolina at Chapel Hill
Twentieth-Century American Literature, African American Literature, Women's Studies

Christof den Biggelaar, Associate Professor

Ph.D., Michigan State University
Agroecology, Agroforestry, Sustainable Development, Extension Education, Participatory Research Methods, African Studies

Richard M. Carp, Professor

Ph.D., Graduate Theological Union
Interdisciplinary Studies, Religious Studies, Semiotics, Material Culture, Performance, Transpersonal Psychology, Existentialism and Phenomenology

Martha McCaughey, Professor

Ph.D., University of California, Santa Barbara
Sociology of the Body, Social Movements, Gender, Sexuality, Feminist Theory, Science and Technology Studies

Margaret H. McFadden, Professor

Ph.D., Emory University
Women's History

Derek Stanovsky, Assistant Professor

Ph.D., The University of Texas at Austin Marx, Freud, Internet Studies, Feminist Studies

Cynthia A. Wood, Associate Professor

Ph.D., University of Texas at Austin
Latin American Studies, Third World Studies and Economics

The Department of Interdisciplinary Studies does not offer a graduate program. The following courses are used to complement other graduate degree programs.

Faculty participate in graduate education by participating in graduate courses offered in the Department of Interdisciplinary Studies or in other departments as well as by serving on thesis committees.

GRADUATE CERTIFICATE IN WOMEN'S STUDIES

The Department of Interdisciplinary Studies offers a graduate certificate in Women's Studies (130A/05.0207). For more information, contact the Cratis D. Williams Graduate School at (828) 262-2130, or visit their web site at www.graduate.appstate.edu. (See also the Women's Studies web site at www.ws.appstate.edu under "Certificate.")

(For an explanation of the course prefixes used in the following list of courses, see the index.)

INTERDISCIPLINARY STUDIES (IDS)

IDS 5100. Foundations of Sustainable Development/(3).F.

This course presents a broad foundation in sustainable development. It demonstrates the transdisciplinary and polymethodic character of sustainable development, and provides an introduction to the relevance of a variety of disciplines, such as economics, bio-physical sciences, ethics, appropriate technology, cultural anthropology, and planning to this transdisciplinary nexus. Students will also be introduced to the significance of method in generating knowledge, and to the challenges involved in integrating information generated by means of differing methods. Students will explore the foundations of sustainable development historically, economically, scientifically, and cross-culturally. Students will be introduced to professional opportunities in sustainable development and begin research in internship opportunities.

IDS 5251. Agroecology Practices, Systems and Philosophies/(4).S.

This course will provide an in-depth exploration of (1) the ethical and philosophical roots of conventional and alternative agriculture, and (2) the biological, economic and social aspects of different agricultural systems and practices developed in response to perceived shortcomings of conventional modern agriculture. Alternative practices and systems to be compared and contrasted in this course include nature farming, permaculture, biodynamic agriculture, biointensive gardening, and agroforestry (additional systems and practices may be added or substituted based on class interest and consensus). In laboratories, students

will have the opportunity to (1) learn about, and gather basic data on the biophysical, ecological and social aspects of the Sustainable Development Teaching and Research farm that are necessary to start and operate a garden based on sustainable principles; (2) combine theory and practice of vegetable, fruit and/or small animal production using a 'learning-by-doing' approach; and (3) provide leadership to work teams of students on the farm. Lecture three hours, laboratory three hours. [Dual-listed with IDS 4251.]

IDS 5300. Issues in Global Systems Science/(3).S.

This course involves an examination of the nature of science in relation to sustainability, including scientific method and various methods of investigation, data collection, analysis, and presentation; basic principles of science including time, change, space, and energy; biological issues such as population growth and carrying capacity, deforestation, decreasing biodiversity, and changing ecosystems; geological issues such as coastal flooding associated with global warming, resource depletion, and chemical pollution of water and soils; and meteorological and climatological issues such as ozone depletion, and climate change, including global warming. Prerequisites: a one-year sequence of General Science, Biology, or Chemistry, plus one sophomore or higher level course in environmental science, or the equivalent of these.

IDS 5500. Independent Study/(1-4).F;S.

IDS 5530-5549. Selected Topics/(1-4).F;S.On Demand.

IDS 5600. Feminist Perspectives on Pedagogy and Academe/(3).On Demand.

This course examines the feminist project in university education: the history of women's studies; the equality of women and members of other marginalized groups; gendered power within academic contexts; women in academic and administrative positions; tensions between various groups with emancipatory knowledge seeking projects; and feminist pedagogical practices. Students will examine autobiographical and other materials about the history, place, and progress of women in teaching, research, and administrative positions at American universities. Students will reflect on their own disciplines through an interdisciplinary scholarly lens. Students will be introduced to both professional opportunities and tensions in women's studies specifically and in academia more broadly.

IDS 5650. Feminist Theories/(3).On Demand.

This course surveys a wide range of contemporary feminist theories explaining the origins, dynamics, and transformation of gender-based inequalities. It examines the intellectual roots of modern feminist theories as well as feminist attempts to overhaul its intellectual roots. Students will be introduced to the connections between feminist theories and other academic debates, and they will study political movements that reach beyond the oppression of women per se. This course examines not only the feminist revisions of and impact on academic discourse but also related intellectual trends and political movements such as postmodernism, deconstruction, poststructuralist theory, postcolonial theory, and critiques of liberalism, humanism, and Marxism.

Department of Language, Reading and Exceptionalities

Richard A. Culatta, Chair and Professor

Ph.D., University of Pittsburgh

Speech-Language Pathology, Fluency Disorders, Clinical Supervision

William D. Barber, Associate Professor

Ph.D., The Pennsylvania State University

Anatomy, Physiology, Genetics, Statistics, General Biology

Janet W. Bloodgood, Associate Professor

Ph.D., University of Virginia

Reading, Children's Literature, Literacy Acquisition

Donna M. Brown, Clinical Professor and Clinical Supervisor

M.S., University of Southwestern Louisiana

Speech Pathology

Heather M. Clark, Associate Professor

Ph.D., University of Iowa

Normal and Disordered Motor Control for Speech and Swallowing, Acquired Neurogenic Language Disorders, and Delivery of Speech Language Pathology Services in Medical Settings

Thalia J. Coleman, Professor

Ph.D., University of Florida

Child Language Development and Disorders, Early Intervention and Cultural Diversity in Education/Special Service Provision

Jeanne Dodd-Murphy, Associate Professor

Ph.D., Vanderbilt University

Educational Audiology, Auditory Development

Charles R. Duke, Dean of the Reich College of Education; and Professor

Ph.D., Duke University

Reading/Writing in the Content Areas

Lisa H. Forster, Assistant Clinical Professor and Clinical Educator

M.A. Appalachian State University

Neurogenics and Dysphagia.

Elizabeth M. Frye, Assistant Professor

Ed.D., Appalachian State University

Language Arts, Reading Methods, Children's Literature

Connie R. Green, Professor

Ph.D., University of Florida

Emergent Literacy, Early Childhood

Timothy B. Harris, Professor

Ph.D., University of Kansas

Voice and Neurogenic Communication Disorders, Language Development, Articulation Disorders, and Child Language Disorders

Pamela A. Henson, Clinical Professor and Clinical Supervisor

M.S., The University of North Carolina at Chapel Hill

Neurogenics, Dysphagia

William H. Irwin, III, Assistant Professor

Ph.D., Vanderbilt University

Adult Neurogenic Communication Disorders, Dysphagia, Medical Speech Pathology

Robert J. Jones, Professor

Ph.D., Southern Illinois University

Applied Behavior Analysis, Emotional Behavioral Disorders, Applied Research and Evaluation

David A. Koppenhaver, Associate Professor

Ph.D., The University of North Carolina at Chapel Hill

Literacy in Children with Developmental Disabilities

Larry J. Kortering, Professor

Ed.D., University of Washington, Seattle

Secondary Special Education, School Dropout, Post-School Outcomes

Monica A. Lambert, Assistant Professor

Ed.D., Florida Atlantic University

Learning Disabilities, Attention Deficit Disorder, Cognitive and Metacognitive Strategies, Teaching Practices, and Mathematics

Angela S. Losardo, Professor

Ph.D., University of Oregon

Child Language and Early Intervention/Early Childhood Special Education

Nancy L. Mamlin, Associate Professor

Ph.D., University of Maryland

Teacher Education, Teacher Practices, Learning Disabilities, Attention Deficit/ Hyperactivity Disorders, School Reform

Michael J. Marlowe, Professor

Ph.D., University of Florida

Bibliotherapy, Literature, and Teacher Education, Toxic Metals and Children's Psychologic Performance

Rosemarie Matuszny, Assistant Professor

Ph.D., The Pennsylvania State University

Mental Retardation; Parent Involvement; and Research in American Indian Special Education

Gary B. Moorman, Professor

Ph.D., Arizona State University

Learning Theory, Literacy, Reading Comprehension

R. Darrell Morris, Professor

Ed.D., University of Virginia

Clinical Teaching, Beginning Reading

Alice P. Naylor, Director of the Ed.D. Program and Professor

Ph.D., University of Toledo

Children's Literature, Language Arts, and Storytelling

E. Jane Nowacek, Professor

Ph.D., University of Virginia

Learning Disabilities and Collaboration, Teacher Education, Attention Deficit/Hyperactivity Disorders

Susan Mayfield Pogoloff, Associate Professor

Ph.D., University of Wisconsin-Madison

Intellectual Disability, Transition from School to Adult Life, Inclusion and Family-Professional Collaboration

Robert C. Schlagal, Professor

Ph.D., University of Virginia

Spelling Instruction and Development, Beginning Reading

Mary Ruth Sizer, Director of the Communication Disorders Clinic; Clinical Professor and Clinical Supervisor

M.A., Vanderbilt University

Hearing and Central Auditory Processing Assessment, Licensed Hearing Aid Dispenser

Michael D. Smith, Professor

Ph.D., University of Kansas

Developmental Psycholinguistics, Language, Culture and Cognition

Sherry L. Street, Clinical Professor and Clinical Supervisor

M.A. The University of Memphis

Early Intervention

Gary D. Timbers, Director of the Appalachian Family Innovations Center; and Professor

Ph.D., University of Kansas

Applied Behavior Analysis, School-Based Training, Residential Treatment, and Home-Based Services

Woodrow R. Trathen, Associate Professor

Ph.D., University of Utah

Developmental Reading Processes, Beginning Reading and Comprehension Instruction

Constance J. Ulmer, Associate Professor

Ed.D., East Texas State University

Comprehension, Children's Literature

Jennifer P. Van Gilder, Associate Clinical Professor and Clinical Educator

M.A., Appalachian State University

School-age/Adolescent Oral and Written Language Disorders

Bliss H. Warren, Associate Clinical Professor and Clinical Educator

M.A., Appalachian State University

Early Intervention/Preschool Speech and Language

Margaret G. Werts, Associate Professor

Ph.D., University of Pittsburgh

Instructional Strategies, Instructive Feedback, Response Prompting Techniques, Stimulus Equivalence, Effective Use of Staff Inclusive Classrooms, Assessment in Special Education, and Paraprofessionalism

The Department of Language, Reading and Exceptionalities includes professionals in Communication Disorders, Reading/Language Arts, and Special Education. This enables the department to provide innovative programs focusing, in a transdisciplinary fashion, on all facets of language, reading, and specific areas of exceptionality. All students pursuing programs in the Department of Language, Reading and Exceptionalities must satisfy the Reich College of Education's and the Graduate School's requirements pertaining to admission, advisement, proficiencies, and licensure.

The Department of Language, Reading and Exceptionalities offers the following graduate degree programs in the following areas:

- (1) Master of Arts in Communication Disorders (leads to NCDPI Advanced Licensure) (Major Code: 489A/51.0201) [T]
- (2) Master of Arts in Communication Disorders (non-teaching program) (Major Code: 493A/51.0201)
- (3) Master of Arts in Reading Education, General (Major Code: 477*/13.1315), with two concentrations:
 - (a) Adult Literacy (477B)]
 - (b) Classroom/Clinical (leads to advanced teaching licensure) (477E)[T]
- (4) Master of Arts in Special Education: Cross Categorical (Major Code: 495A/13.1001) [T]

[Important Notice: The Special Education program is being revised to meet recent changes in state licensure requirements. The current program (495A/13.1001) T+ will not be available to students entering Fall, 2005 or later. Interested students should contact the Department of Language, Reading and Exceptionalities for more information.]
- (5) Master of Arts in Special Education: Teaching Parent Specialty (Major Code: 484A/13.1001)

POST-MASTERS GRADUATE CERTIFICATE IN READING EDUCATION (NON-LICENSURE)

The Department of Language, Reading and Exceptionalities also offers a post-masters graduate certificate in Reading Education (non-licensure) (475A/13.1315). For more information, contact the Cratis D. Williams Graduate School at (828) 262-2130, or visit our web site at www.graduate.appstate.edu.

The Departments of Family and Consumer Sciences; Curriculum and Instruction; and Language, Reading and Exceptionalities cooperate to offer the M.A. degree in Child Development: Birth-Kindergarten (548*/13.1209) with three concentrations: (1) Administration (548C); (2) Allied Personnel (548D); and (3) Teaching (548B)[T]. The degree is conferred by the Department of Family and Consumer Sciences. See the Department of Family and Consumer Sciences for a detailed program of study.

Graduate courses leading to Advanced licensure in the various fields of instruction in the secondary school (grades 9-12) and K-12 are provided.

COMMUNICATION DISORDERS

The Department of Language, Reading and Exceptionalities offers a program in Communication Disorders for persons who are interested in working with children and adults who have communication disorders. The program is designed to provide students with the academic and clinical practicum experiences necessary for certification by the American Speech-Language-Hearing Association (ASHA), and the North Carolina state licensure in speech language pathology and audiology. Students planning to obtain the Master of Arts in Communication Disorders must complete State Department of Public Instruction requirements for the "S and G" Advanced (Graduate) level license in Speech-Language Impaired. All students must complete an individualized program of study, and have it approved by their advisors, by the close of their first semester of registration.

The Master's program typically requires five semesters to complete for students with undergraduate degrees in Speech-Language Pathology and Audiology. Applicants who have undergraduate degrees in other fields, and who have at least 21 semester hours of applicable courses in speech-language pathology and audiology, are considered to be in-field (as though they had undergraduate degrees in the field). They may also be able to complete the degree in the typical five to six semester time frame. It may require that students come one summer semester prior to their admission to complete undergraduate prerequisites.

Applicants who have undergraduate degrees in other fields, and who have fewer than eight semester hours of applicable courses in speech-language pathology and audiology, are considered to be out-of-field. They will require an additional two semesters in order to complete the necessary undergraduate prerequisites before enrolling for graduate work. Out-of-field students must begin completion of undergraduate prerequisites during the summer session prior to their Fall admission term.

Applicants with undergraduate degrees in other fields, and who have 8-20 semester hours of applicable course work in speech-language pathology and audiology, are considered to be potentially in-field, but not out-of-field. They may be offered admission as an in-field student, with the condition that they complete sufficient applicable undergraduate courses in speech-language pathology and audiology prior to their first semester of graduate study (for example, during the Summer Session prior to their Fall admission term).

Admission to the Communication Disorders Program will be on a competitive basis. Students who wish to be admitted to this program must submit evidence of satisfactory performance in all undergraduate course work and on either the GRE or the MAT. The Program does not permit deferred admissions. Students who are offered admission for a given term, and who cannot accept admission for that term, must reapply and be considered at a later time. Admission for Spring and Fall entry is limited to in-field students. Out-of-field students must enter during Summer Session. To be given consideration, applications for Summer and Fall admission must be submitted and complete by February 1; and applications for Spring admission must be submitted and complete by October 1.

MASTER OF ARTS IN COMMUNICATION DISORDERS (Leads to NCDPI Licensure)

Major Code: 489A/51.0201 [T]

Prerequisite: Baccalaureate degree from an accredited college or university.

Basic Criteria for Consideration: Applicants must complete the necessary application process as required by the Graduate School and the Communication Disorders program.

Other Criteria for All Applicants: For students to be considered for admission to the regular program, if the GPA from the last 60 hours of undergraduate study is above 3.0, applicants can be considered for regular admission. They must present scores from the GRE or MAT, but no minimum score is required. If the GPA (last 60 hours) is above 2.7 but below 3.0, applicants can be considered for regular admission if the total of GRE Verbal and GRE Quantitative is 800 or more. The minimum MAT score is 33. Admission is on a competitive basis.

Deadline: 1 February for Fall admission/ 1 October for Spring admission

Hours: 57 semester hours with thesis; 60 semester hours without thesis

60 hours are required for advanced licensure in North Carolina schools.

Required Courses:

CD	5564	Clinical Practicum I	3
CD	5565	Clinical Practicum II	3
CD	5566	Clinical Practicum III	3
and/or			
CD	5567	Clinical Practicum IV	3
CD	5569	Clinical Practicum in the Schools	6
CD	5661	Diagnostic Process	3
CD	5663	Disorders of Fluency	3
CD	5666	Voice Disorders	3
CD	5669	Phonologic Disorders	3
CD	5675	Language Disorders in Preschool Children	3
CD	5676	Language Disorders in School-Aged Children and Adolescents	3
CD	5731	Neurogenic Disorders I: Overview of Aphasia, Apraxia, Dysarthria, and Dysphagia	3
CD	5732	Neurogenic Disorders II: Assessment and Treatment of Aphasia, Apraxia, Dysarthria, and Dysphagia	3
CD	5900	Internship	6-9
		[If both CD 5566 and CD 5567 are taken, the internship requirement is 6 s.h.; if only one of the two (CD 5566 or CD 5567) is taken, the internship requirement is 9 s.h.]	
FDN	5000	Research Methods	3
SUBTOTAL HOURS			51

Thesis Option: (6 s.h. required)

CD	5999	Thesis	3
Guided Elective (5000 level or above)			3
(Selected with approval of the major advisor in communication disorders or related areas such as counseling, early childhood education, psychology, reading and special education).			

OR

Non-Thesis Option: (9 s.h. required)

Guided Electives (5000 level or above)	9
(Selected with approval of the major advisor in communication disorders or related areas such as counseling, early childhood education, psychology, reading and special education).	
SUBTOTAL HOURS	6 or 9
TOTAL HOURS	57 or 60

Thesis: Optional**Proficiency:** None required

Comprehensive: PRAXIS II (NTE) in Speech Language Pathology and Audiology serves as the comprehensive examination. Minimum score 600.

Product of Learning: None required**Capstone/Capstone Experience:** None required**Seminar:** None required**MASTER OF ARTS IN COMMUNICATION DISORDERS (Non-Teaching)****Major Code:** 493A/51.0201

Prerequisite: Baccalaureate degree from an accredited college or university.

Basic Criteria for Consideration: Applicants must complete the necessary application process as required by the Graduate School and the Communication Disorders program.

Other Criteria for All Applicants: For students to be considered for admission to the regular program, if the GPA from the last 60 hours of undergraduate study is above 3.0, applicants can be considered for regular admission. They must present scores from the GRE or MAT, but no minimum score is required. If the GPA (last 60 hours) is above 2.7 but below 3.0, applicants can be considered for regular admission if the total of GRE Verbal and GRE Quantitative is 800 or more. The minimum MAT score is 33. Admission is on a competitive basis.

Deadline: 1 February for Fall admission/ 1 October for Spring admission

Hours: 57 semester hours with thesis; 60 semester hours without thesis

60 hours are required for advanced licensure in North Carolina schools.

Required Courses:

CD 5564	Clinical Practicum I	3
CD 5565	Clinical Practicum II	3
CD 5566	Clinical Practicum III	3
CD 5567	Clinical Practicum IV	3
CD 5661	Diagnostic Process	3
CD 5663	Disorders of Fluency	3
CD 5666	Voice Disorders	3
CD 5669	Phonologic Disorders	3
CD 5675	Language Disorders in Preschool Children	3
CD 5676	Language Disorders in School-Aged Children and Adolescents	3
CD 5731	Neurogenic Disorders I: Overview of Aphasia, Apraxia, Dysarthria, and Dysphagia	3
CD 5732	Neurogenic Disorders II: Assessment and Treatment of Aphasia, Apraxia, Dysarthria, and Dysphagia	3
CD 5900	Internship	12
FDN 5000	Research Methods	3
	SUBTOTAL HOURS	51

Thesis Option: (6 s.h. required)

CD 5999	Thesis	3
Guided Elective (5000 level or above)		3

(Selected with approval of the major advisor in communication disorders or related areas such as counseling, early childhood education, psychology, reading and special education).

OR

Non-Thesis Option: (9 s.h. required)

Guided Electives (5000 level or above)	9
(Selected with approval of the major advisor in communication disorders or related areas such as counseling, early childhood education, psychology, reading and special education).	
SUBTOTAL HOURS	6 or 9
TOTAL HOURS	57 or 60

Thesis: Optional

Proficiency: None required

Comprehensive: PRAXIS II (NTE) in Speech Language Pathology and Audiology serves as the comprehensive examination.

Product of Learning: None required

Capstone/Capstone Experience: None required

Seminar: None required

READING EDUCATION

The Reading and Language Arts program, housed in the Department of Language, Reading and Exceptionalities, offers the Master of Arts degree in Reading Education, General (477*/13.I315) with two concentrations: Adult Literacy (477B) and Classroom/Clinical (477E)[T]. Each concentration provides a well-balanced program of academic and practicum experiences designed to produce graduates capable of providing quality services to the region, state, and nation. The Adult Literacy concentration (477B) prepares instructors and administrators to deliver and coordinate literacy services for adults seeking to improve their reading and writing skills. The Classroom/Clinical concentration (477E)[T] is intended for classroom teachers and reading specialists. Students with this concentration are prepared to teach all aspects of reading and language arts to K-12 students. Upon completion, graduates are eligible for Master (M) level teaching licensure.

MASTER OF ARTS IN READING EDUCATION, GENERAL

Major Code: 477*/13.1315

Concentration: Adult Literacy (477B)

Prerequisite: Baccalaureate degree from an accredited college or university.

Basic Criteria for Consideration: Applicants must complete the necessary application process as required by the Graduate School and the Reading Education Program.

Other Criteria for All Applicants: GPA of 3.0 or higher cumulative or in the last 60 hours of undergraduate work and official GRE scores from ETS or official MAT scores from The Psychological Corporation.

OR

GPA below 3.0 but above 2.69 in the last 60 hours of undergraduate work and official MAT score of 390 or higher, or at least two of the following minimum GRE scores: GREV=400, GREQ=400, or GREW=3.5.

Deadline: 15 March for Fall/ 15 September for Spring/ 15 September for Summer

Hours: 36 semester hours with thesis; 39 semester hours without thesis

Required Concentration Courses:

HE	5630	The Adult Learner	3
RE	5100	Teaching Beginning Readers and Writers	3
RE	5710	Seminar in Reading and Language Arts Research	3
RE	5715	Reading Assessment and Correction	3
RE	5730	Reading and Writing Instruction for Intermediate and Advanced Learners .3	
RE	5760	Adult Literacy Instruction	3
SUBTOTAL HOURS			18

Required Research Course: (at least one is required)

CI 5040/FDN 5040/RE 5040/SPE 5040 Teacher as Researcher 3

OR

FDN 5000 Research Methods 3

OR

FDN 5560 Classroom Assessment 3

SUBTOTAL HOURS 3

Required Practicum Course:

RE	5725	Practicum in the Clinical Teaching of Reading	3
OR			
RE	5735	Practicum in Teaching Severely Disabled Readers	3

SUBTOTAL HOURS 3**Thesis Option: (12 s.h. required)**

RE	5999	Thesis	3
		Electives (5000 level or above)	9

[Elective courses (9 s.h. required with a thesis, 12 s.h. required with the non-thesis option) are chosen with the graduate advisor's approval. See the Reading Education, Adult Literacy concentration checksheet for a list of suggested elective courses.]

OR**Non-Thesis Option: (15 s.h. required)**

RE	5525	Product of Learning	3
		Electives (5000 level or above)	12

[Elective courses (9 s.h. required with a thesis, 12 s.h. required with the non-thesis option) are chosen with the graduate advisor's approval. See the Reading Education, Adult Literacy concentration checksheet for a list of suggested elective courses.]

SUBTOTAL HOURS 12 or 15**TOTAL HOURS** 36 or 39**Thesis:** Optional**Proficiency:** None required**Comprehensive:** Required**Product of Learning:** RE 5525 is required unless thesis option is selected.**Capstone/Capstone Experience:** RE 5999, Thesis or RE 5525, Product of Learning**Seminar:** RE 5710, Seminar in Reading and Language Arts Research**MASTER OF ARTS IN READING EDUCATION, GENERAL+****Major Code:** 477*/13.1315**Concentration:** Classroom/Clinical (477E)[T]**Prerequisites:** Baccalaureate degree from an accredited college or university.

The Classroom/Clinical concentration (477E)[T] requires applicants to hold, or be eligible to hold, a North Carolina "A" teaching license or the equivalent from another state.

Basic Criteria for Consideration: Applicants must complete the necessary application process as required by the Graduate School and the Reading Education Program. Submission of a Letter of Intent to the reading faculty, specifying current teaching position, if applicable, and teaching goals, as well as reasons for seeking admission to the reading program.

Other Criteria for All Applicants: GPA of 3.0 or higher cumulative or in the last 60 hours of undergraduate work and official GRE scores from ETS or official MAT scores from The Psychological Corporation.

OR

GPA below 3.0 but above 2.69 in the last 60 hours of undergraduate work and official MAT score of 390 or higher, or at least two of the following minimum GRE scores: GREV=400, GREQ=400, or GREW=3.5. Admission is on a competitive basis.

Deadline: All application materials, including test scores, recommendations, and Letter of Intent must be received by 15 March for Fall admission; 15 September for Spring or Summer admission.

Hours: 36 semester hours with thesis; 39 semester hours without thesis

+Advanced Licensure: Requirements for this concentration were designed, and have been approved by the appropriate bodies at the state level, to meet the advanced competencies as mandated in the North Carolina Excellent Schools Act for Master-level teacher education programs.

Required Concentration Courses:

RE	5100	Teaching Beginning Readers and Writers	3
RE	5130	Teaching the Language Arts	3
RE	5140	Advanced Study of Children's Literature	3

RE	5710	Seminar in Reading and Language Arts Research	3
RE	5715	Reading Assessment and Correction	3
RE	5725	Practicum in the Clinical Teaching of Reading	3
RE	5730	Reading and Writing Instruction for Intermediate and Advanced Learners .	3
		SUBTOTAL HOURS.	21

Required Research Course: (at least one is required)

CI 5040/FDN 5040/RE 5040/SPE 5040 Teacher as Researcher	3
OR	
FDN 5000 Research Method	3
OR	
FDN 5560 Classroom Assessment	3
SUBTOTAL HOURS.	3

Required Social/Anthropological/Philosophical Foundations Course:

FDN 5840 Social and Philosophical Foundations of Education	3
OR	
Equivalent course (5000 level or above) approved by the advisor	3
SUBTOTAL HOURS.	3

Thesis Option: (9 s.h. required)

RE 5999 Thesis	3
Electives (5000 level or above)	6
[Elective courses (6 s.h. required with a thesis, 9 s.h. required with the non-thesis option) are chosen with the graduate advisor's approval. See the Reading Education, Classroom/Clinical concentration checksheet for a list of suggested elective courses.]	

OR

Non-Thesis Option: (12 s.h. required)

RE 5525 Product of Learning	3
Electives (5000 level or above)	9
[Elective courses (6 s.h. required with a thesis, 9 s.h. required with the non-thesis option) are chosen with the graduate advisor's approval. See the Reading Education, Classroom/Clinical concentration checksheet for a list of suggested elective courses.]	
SUBTOTAL HOURS.	9 or 12
TOTAL HOURS	36 or 39

Thesis: Optional

Proficiency: None required

Comprehensive: Required

Product of Learning: RE 5525 is required unless thesis option is selected.

Capstone/Capstone Experience: RE 5999, Thesis or RE 5525, Product of Learning

Seminar: RE 5710, Seminar in Reading and Language Arts Research

NOTE: The Praxis II, Specialty Area Reading is required for North Carolina "M" license.

SPECIAL EDUCATION

The Department of Language, Reading and Exceptionalities offers two graduate program options in Special Education to persons who are interested in serving exceptional populations. All programs are designed to prepare personnel to assume leadership roles in special education.

The Master of Arts degree in Special Education: Cross Categorical* (495A/13.1001)[T]+ is designed to prepare teachers to work with school-aged students with learning and behavior disabilities. Persons graduating from the program will have fulfilled the competencies required for the advanced competencies licensure from the North Carolina Department of Public Instruction and will be eligible for employment in a variety of special education settings in public and private schools. Students will be expected to complete products of learning to demonstrate the skills of a master teacher.

The Master of Arts degree in Special Education: Teaching Parent Specialty (484A/13.1001) is unique in the state. Individuals in the program are prepared to develop and carry out community-based programs for youths who are emotionally disturbed and delinquent. They are also prepared to act as surrogate parents and to provide inservice education for parents, teachers, and public agency personnel.

MASTER OF ARTS IN SPECIAL EDUCATION: CROSS CATEGORICAL+***Major Code:** 495A/13.1001 [T]

*[*Important Notice: The Special Education program is being revised to meet recent changes in state licensure requirements. The current program (495A/13.1001)T+ will not be available to students entering Fall, 2005 or later. Interested students should contact the Department of Language, Reading and Exceptionalities for more information.]*

Prerequisites: Baccalaureate degree from an accredited college or university.

Admission to the Special Education: Cross Categorical program requires a North Carolina "A" license or the equivalent from another state.

Basic Criteria for Consideration: Applicants must complete the necessary application process as required by the Graduate School and the Special Education Program.

Other Criteria for All Applicants: GPA of 3.0 or higher cumulative or in the last 60 hours of undergraduate work and official GRE scores from ETS or official MAT scores from The Psychological Corporation.

OR

Cumulative GPA or last 60 hours GPA below 3.0 but above 2.69, and official MAT score or minimum GREV + GREQ = 800.

AND

Essay (Obtain prompt from the graduate school.)

Deadline: 1 July for Fall/ 1 November for Spring/ 1 April for Summer

Hours: 39 semester hours

+Advanced Licensure: Requirements for this degree were designed, and have been approved by the appropriate bodies at the state level, to meet the advanced competencies as mandated in the North Carolina Excellent Schools Act for Master-level teacher education programs.

Required Courses:

CI 5040/FDN 5040/RE 5040/SPE 5040 Teacher as Researcher	3
CI 5045/SPE 5045 Advanced Topics in Diversity	3
SPE 5584 Leadership and Professional Development	3
SPE 5610 Advanced Studies in Classroom Management	3
SPE 5626 Advanced Studies in Mental Ret	3
SPE 5630 Collaboration and Curriculum	3
SPE 5636 Advanced Studies in Learning Disabilities	3
SPE 5640 Longitudinal Planning: Transition to Adulthood and Secondary Special Education	3
SPE 5646 Advanced Studies in Emotional and Behavioral Disorder	3
SPE 5900 Internship	6
SUBTOTAL HOURS	33

Guided Electives (5000 level or above): (6 s.h. required)

(Chosen in consultation with the advisor from special education and related areas such as reading, curriculum and instruction, psychology, communication disorders, and child development.)

SUBTOTAL HOURS	6
TOTAL HOURS	39

Thesis: None required**Proficiency:** None required**Comprehensive:** None required**Product of Learning:** Professional Portfolio and Action Research Project**Capstone/Capstone Experience:** Professional Portfolio and Action Research Project**Seminar:** None required**MASTER OF ARTS IN SPECIAL EDUCATION: TEACHING PARENT SPECIALTY****Major Code:** 484A/13.1001**Prerequisite:** Baccalaureate degree from an accredited college or university.

Basic Criteria for Consideration: Applicants must complete the necessary application process as required by the Graduate School and the Special Education Program.

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Other Criteria for All Applicants: GPA of 3.0 or higher cumulative or in the last 60 hours of undergraduate work and official GRE scores from ETS or official MAT scores from The Psychological Corporation.

OR

Cumulative GPA or last 60 hours GPA below 3.0 but above 2.69, and official MAT score or minimum GREV + GREQ = 800.

AND

Contact the Director of this program: Dr. Gary Timbers at (828) 433-7176.

Deadline: I July for Fall/ 1 November for Spring/ I April for Summer

Hours: 30 semester hours with thesis; 36 semester hours without thesis

Required Courses:

FDN	5000	Research Methods	3
SPE	5100	Field Training in the Teaching-Family Model	3
SPE	5101	Advanced Field Training in the Teaching-Family Model	3
SPE	5200	Teaching Communication and Problem Solving Strategies Within the Teaching-Family Model	3
SPE	5400	Advanced Readings in Organization and Administration of Community-Based Treatment Programs	3
SPE	5500	Independent Study	0-3
SPE	5610	Advanced Studies in Classroom Management	3
SPE	5700	Introduction to the Teaching-Family Model	3
SPE	5900	Internship	6
SUBTOTAL HOURS			27-30

Thesis Option: (3 s.h. required)

SPE	5999	Thesis	3
Electives (5000 level or above)			0

OR

Non-Thesis Option: (6-9 s.h. required)

Electives (5000 level or above)	6-9
(Electives are chosen with the graduate advisor's approval.)	
SUBTOTAL HOURS	3 or 6-9
TOTAL HOURS	30 or 36

Thesis: Optional

Proficiency: None required

Comprehensive: Required

Product of Learning: None required

Capstone/Capstone Experience: None required

Seminar: None required

(For an explanation of the course prefixes used in the following list of courses, see the index.)

COMMUNICATION DISORDERS (CD)

CD 5364. Audiology/(3).S.

The science of hearing and the etiologies of hearing impairment. Prerequisites: CD 2259, CD 2260, CD 2464, and CD 2465. (Meets ASHA III-C, III-D, IV-G) [Dual-listed with CD 3364.]

CD 5500. Independent Study/(1-4).F;S.

CD 5530-5549. Selected Topics/(1-4).On Demand.

CD 5562. Advanced Phonetic Transcription/(1).F;S.

In this course, students will have the opportunity to refine their skills in the transcription of clinical interactions with clients at-risk for or experiencing speech-sound disorders. Prerequisites: CD 2259, CD 2260, CD 2361, and concurrently with CD 5563. (Meets ASHA III-C, III-D) [Dual-listed with CD 4562.]

CD 5563. Disorders of Articulation and Phonology/(3).F;S.

Etiology, evaluation, and management of articulation and phonologic disorders. Prerequisites: CD 2259, CD 2260, CD 2361, and concurrently with CD 5562. (Meets ASHA III-C, III-D, IV-G) [Dual-listed with CD 4563.]

CD 5564. Clinical Practicum I/(3).F;S.

Supervised entry level practicum in evaluation and therapy techniques in speech-language pathology. Specific clinical assignments will depend on coursework in the disorders areas. Assignments will be consistent with the workload formula in the Communication Disorders Program Handbook. Prerequisites: completion of CD 5563, CD 5666, CD 5864, and CD 5865 or equivalents; and completion of required observation. (Meets ASHA III-B)

CD 5565. Clinical Practicum II/(3).F;S.

Supervised second level practicum in evaluation and therapy techniques in speech-language pathology and audiology. Specific clinical assignments will depend on coursework in the disorders areas. Assignments will be consistent with the workload formula in the Communication Disorders Program Handbook. Students may have an off-campus placement. Prerequisite: completion of CD 5564 or by permission of the instructor. (Meets ASHA III-B)

CD 5566. Clinical Practicum III/(3).F;S.

Supervised third level practicum in evaluation and therapy techniques in speech-language pathology and audiology. Specific clinical assignments will depend on coursework in the disorders areas. Assignments will be consistent with the workload formula in the Communication Disorders Program Handbook. Students may have an off-campus placement. Prerequisite: completion of CD 5565 or by permission of the instructor. (Meets ASHA III-B)

CD 5567. Clinical Practicum IV/(3).F;S.

Supervised fourth level practicum in evaluation and therapy techniques in speech-language pathology. Specific clinical assignments will depend on coursework completed in the disorders areas. Assignments will be consistent with the workload formula in the Communication Disorders Program Handbook. Students may have an off-campus placement. Prerequisite: completion of CD 5566, its equivalent, or by permission of the instructor. (Meets ASHA III-B)

CD 5568. Language and Culture/(3).On Demand.

An overview of the complex relations between language, culture, and society as conceived by linguists and anthropologists. The course takes both an historical and an ethnographic approach to language, and involves close readings of theoretical works on language as well as comparative, cross-cultural readings in the ethnography of speaking. (Same as ANT 5568.) (Meets ASHA III-B) [Dual-listed with CD 4568.]

CD 5569. Clinical Practicum in the Schools/(6).F;S.

Supervised student teaching practicum involving evaluation and therapy techniques in speech-language pathology in the schools. Specific clinical assignments will depend on coursework in the disorders areas. Students will be assigned to three full days in the schools. May replace CD 5566 or CD 5567, or may be taken concurrently with CD 5900. (Meets ASHA III-B)

CD 5602. Communication and Aging/(3).On Demand.

The dynamics of normal communicative processes in the geriatric population and the psychobiological changes that occur as human beings age. Prerequisite: senior status or permission of the instructor. Enrollment is not restricted. (Meets ASHA III-B) [Dual-listed with CD 4602.]

CD 5661. Diagnostic Process/(3).F;S.

The philosophy and implementation of procedures for the evaluation of communication disorders in children and adults with emphasis on obtaining and interpreting case history data, conducting diagnostic interviews, and administering, scoring and interpreting data from diagnostic instruments used to evaluate articulation, language, fluency, voice, and motor speech disorders. Observation of and participation in diagnostic sessions are required. (Meets ASHA II-B)

CD 5662. Management of Hearing Disorders/(3).S.

Studies of the habilitation/rehabilitation of hearing impairments in preschool and school-aged children and adults. Emphasis on prescriptive and resource curricular management. Includes audition training, speech reading methods, and a survey of hearing aid monitoring techniques. Prerequisite: CD 3364. (Meets ASHA III-C, III-D, IV-G) [Dual-listed with CD 4662.]

CD 5663. Disorders of Fluency/(3).F.

Study of the etiology, evaluation, and management of disorders of fluency (including stuttering) in children and adults with a concentration on the major theories of causation. (Meets ASHA II-B)

CD 5665. Advanced Audiology/(2).S.

Advanced audiological procedures and techniques. Concentration on advanced neurophysiological auditory measurement, research, and applications to theory. (Meets ASHA II-B)

CD 5666. Voice Disorders/(3).SS.

Study of the etiology, evaluation, and rehabilitation of functional and organic voice disorders in children and adults, including a review of the anatomic and physiological bases of phonation, respiration, and resonance; theories of voice production; and physiologic and acoustic correlates of voice disorders. (Meets ASHA II-B)

CD 5667. Advanced Speech Science/(3).On Demand.

Psychoacoustic theory and application to the measurement of human sound production, perception, and reaction. (Meets ASHA II-A)

CD 5668. Language Disorders/(3).F.

The identification and evaluation of language disorders in children and adults, including models of language and language disorders, etiological factors, and basic assessment and management procedures. Prerequisites: CD 3162, CD 3163 and CD 3366. (Meets ASHA III-C, III-D, IV-G) [Dual-listed with CD 4668.]

CD 5669. Phonologic Disorders/(3).SS.

Clinical application of current research in disorders of the phonologic (sound) system. (Meets ASHA II-B)

CD 5672. Severe Communication Disorders in Children and Adults/(3).S.

A study of the communication development of children and adults with severe communication disorders. Emphasis will be placed on developing expertise in ongoing evaluation through standard and nonstandard procedures, program planning, and use of augmentative communication systems. (Meets ASHA II-B)

CD 5675. Language Disorders in Preschool Children/(3).F;S.

A study of the evaluation and management of language disorders in preschool children, including models of language and language disorders, high risk factors, and interdisciplinary assessment, program planning, and intervention. Prerequisites: CD 3162, CD 3163, CD 3366, CD 5668 or permission of the instructor. (Meets ASHA II-B)

CD 5676. Language Disorders in School-Aged Children and Adolescents/(3).F;S.

A study of the identification, evaluation, and management of language disorders in school-aged children and adolescents, with special emphasis on language development after age five, the role of language in educational contexts, formal and informal assessment strategies, alternative service delivery models, and specific strategies for intervention. Prerequisites: CD 3162, CD 3163, CD 3366 and CD 5668 or permission of the instructor. (Meets ASHA B-2)

CD 5680. The Clinical Language Intervention Institute/(1).SS.

This annual summer institute provides students and practitioners with an opportunity for in-depth exploration of state-of-the-art strategies for evaluation and management of language impaired infants, toddlers, children, and youth. May be repeated with permission of the coordinator of the communication disorders program. Graded on an S/U basis.

CD 5682. Communication Disorders in Diverse Populations/(3).S.
A seminar on the interrelationship of sociological variables and linguistic performance with special emphasis on communication differences and disorders among culturally and linguistically diverse populations, non-biased assessment of diverse populations, elective intervention approaches, and differing learning styles.

CD 5690. Topics in Communication Disorders: Weekends with the Experts/(1).F;S.

These minicourses provide students and practitioners in speech-language pathology and audiology with an opportunity for in-depth exploration of topics in the basic communication processes, the professional area, and related areas. May be repeated with permission of the coordinator of the communication disorders program. Graded on an S/U basis.

CD 5731. Neurogenic Disorders I: Overview of Aphasia, Apraxia, Dysarthria, and Dysphagia/(3).F;S.

Overview of normal and age-, gender-, and culture-related differences in adult communication and upper aerodigestive function. Behavioral characteristics, neuropathology, and etiologies of aphasia, apraxia, dysarthria, and dysphagia will be described, giving special consideration to the impairments, activity limitations, and participation restrictions related to these disorders. (Meets ASHA II-B)

CD 5732. Neurogenic Disorders II: Assessment and Treatment of Aphasia, Apraxia, Dysarthria, and Dysphagia/(3).S.

Differential diagnosis and management of the impairments, activity limitations, and participation restrictions related to aphasia, apraxia, dysarthria, and dysphagia. Special consideration will be given to age-, gender-, and culture-related differences. Prerequisite: CD 5731. (Meets ASHA II-B)

CD 5733. Neurogenic Disorders III: Dementia, Right Hemisphere Disorders, and Traumatic Brain Injury/(3).F.Even-numbered years;SS.Odd-numbered years.

Description, differential diagnosis, and treatment of the impairments, activity limitations, and participation restrictions related to cognitive and communication associated with dementia, right hemisphere damage, and traumatic brain injury. Special consideration will be given to age-, gender-, and culture-related differences. Prerequisite: CD 5731. (Meets ASHA II-B)

CD 5766. Neuroanatomy and Physiology/(3).F;S.

Basic anatomy and physiology of the central and peripheral nervous systems with special emphasis on neural systems involved in normal and disordered speech, language, and hearing. Prerequisite: CD 2260. (Meets ASHA III-B) [Dual-listed with CD 4766.]

CD 5864. Intervention Processes in Communication Disorders/(3).F;S.

An introduction to intervention processes relevant to any clinical setting. Critical issues addressed will include the importance and role of appropriate prior diagnostic information; development of intervention plans; assessment of intervention effectiveness; and professional ethics. The necessity for and means of obtaining appropriate professional credentials will also be discussed. Prerequisites: CD 2259, CD 3364, CD 5563 or CD 5668; and, concurrently with CD 5865. (Meets ASHA III-B, III-C, III-D, III-E, IV-G) [Dual-listed with CD 4864.]

CD 5865. Laboratory in Intervention Processes in Communication Disorders/(1).F;S.

In this course, students will obtain 25 hours of supervised observation of the provision of speech, language and hearing services. This will primarily involve serving as participant observers with one cli-

ent at the Appalachian State University Communication Disorders Clinic. Emphasis will be placed on applying intervention effectiveness. Prerequisites: CD 2259, CD 3364, CD 5563, or CD 5668; and, concurrently with CD 5864. (Meets ASHA III-B, III-C, III-D, IV-G) [Dual-listed with CD 4865.]

CD 5900. Internship/(6-12).F;S.

An internship in the area of communication disorders. Graded on an S/U basis. Prerequisites: completion of CD 5567 or its equivalent and permission of the Communication Disorders faculty. (Meets ASHA III-B)

CD 5989. Graduate Research/(1-9).F;S.

This course is designed to provide access to University facilities for continuing graduate research at the master's and specialist's levels. Graded on an S/U basis. CD 5989 does not count toward a degree.

CD 5999. Thesis/(1-4).F;S.

Graded on an S/U basis. (Meets ASHA II-A or II-B)

READING (RE)

RE 5040. Teacher as Researcher/(3).F;S.

This course provides an opportunity for practitioners to explore, using systematic observations and reflection, an area of interest in their professional practice. Teachers will research and solve specific problems in educational settings. The ultimate goal is that the inquiry conducted by the student should lead to an improvement in practice and to an increased understanding of the issues, both theoretical and practical, that arise in the course of conducting research. (Same as CI 5040/FDN 5040/SPE 5040.)

RE 5100. Teaching Beginning Readers and Writers/(3).F.

Various approaches to teaching beginning readers and writers are introduced (K-3). There is an emphasis on teaching methods that capitalize on the language competence students bring with them to school. Word recognition, comprehension, and writing instruction are considered within the framework of a meaningful, integrated reading/language arts program.

RE 5111. Issues, Trends, and Practices in Reading/(2-3).F;S.

Provides students with an in-depth study of significant issues, trends, and practices in reading at all educational levels. The course is designed to deal with questions and problems of the type facing key teachers, supervisors, and administrators. Because the course is concerned with current trends and issues, it is assumed that the course will undergo periodic changes in terms of what is current.

RE 5120. Psychological Bases of Reading/(3).F.

The thrust of this course is toward providing advanced reading majors with a comprehensive overview of contemporary theories of psychology and instruction as they can be applied to explicating the complex processes underlying reading behavior. Basically, the course deals with the following areas: (1) definitions of reading; (2) reading as verbal behavior; (3) perception and sensation in reading; (4) reading and cognition; (5) learning and reading; (6) growth and development and reading; (7) attention, motivation, and reading; (8) personality and reading; (9) learning from written materials; and, (10) individual differences and reading.

RE 5130. Teaching the Language Arts/(3).F.

A study of the latest research, practices, interpretation, methods, materials and strategies in teaching the language arts.

RE 5140. Advanced Study of Children's Literature/(3).S.

Provides an opportunity for students to extend their knowledge of children's books. Emphasis will be placed on an examination of the

history of major publishers of children's literature, multicultural perspectives in reading and writing, and the theories of response to literature. Consideration will be given to how literature contributes to learning and language development.

RE 5500. Independent Study/(1-4).F;S.

RE 5510. Field Experience in Teaching Reading/(1-6).F;S.

Students register only by permission of the advisor.

RE 5525. Product of Learning/(1-3).F;S.On Demand.

Graded on an S/U basis.

RE 5530-5549. Selected Topics/(1-4).On Demand.

RE 5570. Reading Curriculum: Organization, Supervision and Assessment/(3).S.

Studies are made of reading curriculum designs, and the implementation, supervision and evaluation of reading programs. Prerequisite: 18 hours in reading or permission of the advisor.

RE 5671. Research in Current Literature in Reading/(3).S.

Research and critical analyses are made in current periodicals, journals, and recent books on critical areas of reading. Prerequisite: 18 hours in reading or permission of the advisor.

RE 5710. Seminar in Reading and Language Arts Research/(3).S.

Current theory and research in reading and the language arts are examined. Students select a topic in which to pursue in-depth study and then their newly-acquired knowledge is applied to classroom teaching. Emphasis is placed on assisting teachers to be leaders in school settings. This course should be taken at the end of the Master of Arts program.

RE 5715. Reading Assessment and Correction/(3).F;S.

An in-depth examination of informal reading assessment practices and remedial teaching techniques. This course includes practicum experiences in administering and interpreting informal word recognition, contextual reading, and spelling instruments.

RE 5725. Practicum in the Clinical Teaching of Reading/(3).S.

Provides students with a closely supervised practicum experience in which they assess and teach children/adults who are experiencing reading difficulties. Prerequisite: RE 5715.

RE 5730. Reading and Writing Instruction for Intermediate and Advanced Learners/(3).S.

Strategies for helping students use reading and writing as tools for comprehension of texts and for learning in content-area disciplines are explored. A broad cultural view of literacy forms the context for reviewing the research on strategic teaching and learning. The general focus is on third-grade through adult learners.

RE 5735. Practicum in Teaching Severely Disabled Readers/(3).On Demand.

This course provides a supervised clinical teaching experience with severely disabled readers. Students are guided in the use of systematic multisensory reading instruction. The topic of reading disability will be investigated throughout the semester.

RE 5760. Adult Literacy Instruction/(3).S.

An in-depth review of assessing and teaching literacy skills in Adult Basic Education programs.

RE 5900. Internship/(3-9).F;S.

An internship in the area of reading education. Graded on an S/U basis. Prerequisite: permission of the advisor.

RE 5989. Graduate Research/(1-9).F;S.

This course is designed to provide access to University facilities for continuing graduate research at the master's and specialist's levels. Graded on an S/U basis. RE 5989 does not count toward a degree.

RE 5999. Thesis/(1-4).F;S.

Graded on an S/U basis.

RE 6120. Psychological Processes in Reading/(3).S.

This course examines current theories of reading processes, supporting research, and implications for teaching reading. The course is approached from a cognitive psychological perspective, where the nature of mature reading is considered first, followed by consideration of developmental issues in reading. Course topics will include research on eye movements, comprehension, phonemic awareness and decoding, beginning reading, and fluency, as well as other current theoretical issues.

RE 6568. Language and Linguistics in Reading/(3).S.

This course examines language acquisition and language structure from both theoretical and practical perspectives. Students will have the opportunity to learn about cognitive, social, and cultural aspects of language. Emphasis will be placed on understanding psycholinguistic and sociolinguistic perspectives; language acquisition; and components of language, including pragmatics, semantics, syntax, morphology, and phonology. Concepts of oral and written language will be explored within the context of community and classroom discourse and literacy practice.

RE 6575. Technology and Literacy/(3).F.

This course provides students an opportunity to critically examine the central issues and theoretical perspectives in research on technology and literacy, with an emphasis on critically examining the educational function of communication technology, assisted technology, digital and multimedia text, and educational software. Students will study the nature of technology and literacy, related classroom implementation issues, and specialized use of technology for students with disabilities.

RE 6700. Historical Trends in Reading Theory and Research/(3).F.

This course examines significant trends and developments in reading theory and research from the early 1900s up to the present. Emphasis will be placed on three time periods: 1910-1930 which featured behavioral psychology, the development of basal readers and the first university-based reading clinics; 1955-1965 which featured the "Great Debate" between advocates of phonics and whole-word reading methodologies; and 1975-1995 which ushered in cognitive theories of reading and two competing psycholinguistic explanations of the reading process. Throughout the course, connections will be drawn between predominant reading theories and their effects on classroom reading materials and instructional methods.

RE 6731. Advanced Issues in Literacy and Learning/(3).S.

This course provides opportunities for students to investigate current theory and research related to specific literacy topics. The course also engages students in analyzing current literacy programs and practices to identify the theoretical orientation, research base, historical context, and political agendas that inform them. Representative topics include: comprehension, composition, classroom discourse, vocabulary, English language learners, and evolving representations of literacy and text.

RE 6735. Severe Reading Disability/(3).F.

This course takes an in-depth look at the topic of severe reading disability as it is currently understood. To this end, relevant research, discussion, and practices are surveyed and studied.

RE 7570. Administering Reading/Language Arts Programs: The Research Base/(3).On Demand.

Provides the theoretical framework administrators need to supervise comprehensive classroom reading and language arts programs. The current research literature will be examined across several areas, including: psychological models of the reading process, reading/writing relationships, academic work, teacher effectiveness, and observation of instruction. This literature will form the basis for examining existing program approaches to teaching reading and language arts in the elementary school and for content area programs in middle and secondary schools. Next, "ideal" program models will be developed, and, finally, methods for implementing, supervising and evaluating programs will be analyzed.

RE 7710. Improving Reading/Language Arts Instruction in the Schools: Problem-Solving Seminar for Administrators/(3). On Demand.

This seminar will focus on real world problems that administrators face in planning, implementing, and evaluating reading/language arts programs in public school settings. Discussion of pre-selected problems (with corresponding reading lists) will form the core of the course. Students will be encouraged to focus on specific reading and writing issues and problems in their own school districts. Prerequisite: RE 7570.

RE 7989. Doctoral Research/(1-9).F;S.

This course is designed to provide access to University facilities for continuing doctoral research. Graded on an S/U basis. RE 7989 does not count toward a degree.

SPECIAL EDUCATION (SPE)

SPE 5040. Teacher as Researcher/(3).F;S.

This course provides an opportunity for practitioners to explore, using systematic observations and reflection, an area of interest in their professional practice. Teachers will research and solve specific problems in educational settings. The ultimate goal is that the inquiry conducted by the student should lead to an improvement in practice and to an increased understanding of the issues, both theoretical and practical, that arise in the course of conducting research. (Same as CI 5040/FDN 5040/RE 5040.)

SPE 5045. Advanced Topics in Diversity/(3).F.

A framework of theories on diversity and multicultural issues is constructed in this course. From these theories, practical applications will be derived. Research focusing on creating productive and equitable learning environments, on best practices collaboration, and on instructional accommodations and modifications will be examined. (Same as CI 5045.)

SPE 5100. Field Training in the Teaching-Family Model/(3).On Demand.

A field oriented course involving supervised implementation of the Teaching-Family Model treatment approach. Evaluations by both consumers and professionals in the field will be utilized as part of the training sequence.

SPE 5101. Advanced Field Training in the Teaching-Family Model/(3).On Demand.

This field oriented course is offered for those successfully completing the prerequisite field training course. The course is aimed at helping the student refine and modify her/his use of the Teaching-Family Model Treatment program. Prerequisite: SPE 5100.

SPE 5111. Advanced Developmental Assessment and Program Evaluation for Children/(3).F.

This course is designed to provide students with skills and knowl-

edge in assessing the development of children, and the interests, concerns, and priorities of families. Students will collect data for the purpose of monitoring children's progress, family outcomes, and program effectiveness. (Same as CI 5111/FCS 5111.)

SPE 5112. Advanced Developmental Curriculum and Instruction for Young Children/(3).S.

This course is designed to provide students with advanced skills and knowledge in application of a research base to design, adapt and evaluate curriculum and environments suitable for the integration of infants, toddlers, preschool and kindergarten children of various developmental levels and abilities in inclusive settings. (Same as CI 5112/FCS 5112.)

SPE 5113. Seminar: Issues in Birth through Kindergarten Education/(3).F.

This seminar is designed to build leadership skills to enable the student to consult and collaborate with other professionals. It will permit the development of depth and breadth in professional growth as well, and provide the foundation for life-long learning for the advancement of knowledge in the field of early childhood education and early intervention. (Same as CI 5113/FCS 5113.)

SPE 5200. Teaching Communication and Problem Solving Strategies Within the Teaching-Family Model/(3).On Demand.

Basic counseling strategies and problem-solving skills especially related to the Teaching-Family Model will be offered. Emphasis will be placed on working with emotionally disturbed and delinquent youths and their families in the context of residential treatment.

SPE 5205. Inclusion/(3).F;S.

This course examines inclusion as it relates to students with disabilities and how to integrate them into general education classrooms and K-12 schools. Current issues, collaborative relationships, and effective teaching and modification approaches for all students will be discussed. Prerequisite: SPE 5595 or permission of the instructor. [Dual-listed with SPE 4205.]

SPE 5400. Advanced Readings in Organization and Administration of Community-Based Treatment Programs/(3).On Demand.

To expand the student's knowledge of the organization and administration of community based programs. Emphasis will be placed on the process of organizing, administering, and implementing treatment programs for troubled youths.

SPE 5500. Independent Study/(1-4).On Demand.

SPE 5530-5549. Selected Topics/(1-4).On Demand.

SPE 5562. Methods for Educating the Severely Handicapped/(3).On Demand.

Principles and procedures used to program instruction for the severely handicapped are presented and evaluated as to their effectiveness. Students are required to design and implement an instructional program with a severely handicapped person. Corequisite: SPE 5564.

SPE 5564. Curriculum for the Severely Handicapped/(3).On Demand.

The selection of instructional programs appropriate for use with the severely handicapped is emphasized. The student identifies strengths and weaknesses of educational programs and makes recommendations for their use with severely handicapped persons. Corerequisite: SPE 5562.

SPE 5584. Leadership and Professional Development/(3).F.

This course examines current research and literature on leadership in schools, educational reform initiatives, litigation, fiscal policies,

and grant proposal writing. The culture of schools is explored through topics such as model programs, collaborative leadership, advocacy, and cultural diversity.

SPE 5592. Advanced Medical Aspects of Disability/(3).On Demand.

What constitutes severe disability, its effect on the individual and multidisciplinary approaches to amelioration. Disabilities will include epilepsy, spinal cord and brain injuries, degenerative diseases, and their sequelae.

SPE 5595. Individual Differences/(3).F;S.

This course will provide an overview of the field of special education with emphasis on mental retardation, learning disabilities, and emotional disabilities.

SPE 5600. Seminar in Special Education/(3).On Demand.

This course explores the current research in issues and controversies in the field of special education.

SPE 5610. Advanced Studies in Classroom Management/(3).On Demand.

This course is an exploration of the literature and practices that are concerned with managing a classroom so that effective teaching can occur. This course discusses the theories developed for classroom control, then translates these theories into practical intervention techniques, both for individual students and classroom groups.

SPE 5620. Managing Curriculum for Mentally Retarded Students in Special and Regular Settings/(3).On Demand.

The in-depth study of curriculum design and management for mildly and moderately mentally retarded students in special and regular classroom settings, from preschool through secondary levels.

SPE 5626. Advanced Studies in Mental Retardation/(3).S.

This course is designed to identify, review and analyze current research and literature related to the study of mental retardation. This course provides in-depth study in assessment, curriculum, and the planning, implementation, and evaluation of instruction for students with mental retardation.

SPE 5630. Collaboration and Curriculum/(3).S.

This course addresses topics in the area of curriculum and collaboration by exploring the current research and best practices for teachers of students with mild disabilities. This course includes a case study based on experiences in the field.

SPE 5636. Advanced Studies in Learning Disabilities/(3).F.

This course is designed to identify, review and analyze current research and literature related to the study of learning disabilities. This course provides in-depth study in assessment, curriculum, and the planning, implementation, and evaluation of instruction for students with learning disabilities.

SPE 5640. Longitudinal Planning: Transition to Adulthood and Secondary Special Education/(3).F.

In this course, current research and literature related to secondary special education and transition issues are identified, reviewed and analyzed. Longitudinal planning is explored through topics including drop-out prevention, career development theory, person-centered transition planning, assessment, and best practices.

SPE 5646. Advanced Studies in Emotional and Behavioral Disorders/(3).S.

An advanced course designed to examine critically educational literature concerning teaching students with emotional and behavioral disorders. Relationships between theory, philosophy, research findings, and current practice are analyzed.

SPE 5648. Psychoeducational Approaches in the Study of Emotional Disturbance/(3).On Demand.

An investigation of psychoeducational explanations of behavior and the ways these explanations find expression in interventions with children. Emphasis placed on operational models and techniques to be utilized in a variety of settings with emotionally disturbed children.

SPE 5700. Introduction to the Teaching-Family Model/(3).On Demand.

An introduction to the philosophy and implementation of the Teaching-Family Model treatment approach. Emphasis will be placed on meeting the needs and remediating problems of emotionally disturbed and delinquent youth. [Dual-listed with SPE 4700.]

SPE 5900. Internship/(6).F;S.

This course offers graduate students the opportunity to design, implement, and evaluate a research project with individuals with special needs. Graded on an S/U basis. Prerequisite: application and permission of the advisor.

SPE 5989. Graduate Research/(1-9).F;S.

This course is designed to provide access to University facilities for continuing graduate research at the master's and specialist's levels. Graded on an S/U basis. SPE 5989 does not count toward a degree.

SPE 5999. Thesis/(1-4).F;S.

Graded on an S/U basis.

SPE 7120. Issues and Trends in Special Education/(3).On Demand.

The examination of issues and trends in special education, with emphasis on categories and classifications; medical, psychological, technological, and socio-cultural factors; and, promising research and practices.

SPE 7121. Organizational Design and Implementation of Special Education Programs/(3).On Demand.

The critical study of the design and implementation of public school special education programs, with emphasis on present and emerging program models, instructional leadership, legislation, and professionalism.

SPE 7989. Doctoral Research/(1-9).F;S.

This course is designed to provide access to University facilities for continuing doctoral research. Graded on an S/U basis. SPE 7989 does not count toward a degree.

Department of Leadership and Educational Studies

J. Bryan Brooks, Chair and Associate Professor

Ed.D., North Carolina State University

Community College Administration and Adult Education

Roma B. Angel, Assistant Professor

Ed.D., University of North Carolina at Greensboro

School Administration and Educational Leadership

Barbara S. Bonham, Professor

Ph.D., The Pennsylvania State University

Higher Education

Hunter R. Boylan, Professor; and Director of the National Center for Developmental Education

Ph.D., Bowling Green State University

Higher Education

Stephen C. Bronack, Assistant Professor

Ph.D., University of Virginia

Instructional Technology

Kelly Clark/Keefe, Assistant Professor

Ed.D., University of Vermont

Research and Higher Education

Charles S. Claxton, Professor

Ph.D., Florida State University

Higher Education

Michael W. Dale, Professor

Ph.D., University of Wisconsin at Madison

Educational Foundations

Ralph G. Hall, Professor

J.D., Wake Forest University

Ed.D., University of Tennessee at Knoxville

Law and Educational Administration

Kenneth D. Jenkins, Professor

Ed.D., University of Miami

School Administration and Educational Leadership

George A. Maycock, Associate Professor

Ed.D., Texas Tech University

Research and Statistics

George H. Olson, Professor

Ph.D., Florida State University

Research and Statistics

Linda C. O'Neal, Professor

Ed.D., Texas Tech University

School Administration and Educational Leadership

Richard E. Riedl, Professor

Ph.D., Arizona State University

Instructional Technology

L. Arthur Safer, Professor

Ph.D., Northwestern University

School Administration and Leadership, Educational Policy

Robert L. Sanders, Assistant Professor

Ed.D., University of Cincinnati

Library Science

John H. Tashner, Professor

Ed.D., University of Virginia

Instructional Technology

Carol A. Truett, Professor

Ph.D., The University of Texas at Austin

Library Science

Gayle M. Turner, Associate Professor

Ph.D., University of North Carolina at Greensboro

Educational Foundations

Linda A. Veltze, Professor

Ph.D., University of Southern Mississippi

Library Science

Stephen R. White, Assistant Professor

D.A., Idaho State University

Higher Education and School Administration

The Department of Leadership and Educational Studies serves the education community and the public through:

- foundations of education courses for teacher education majors.
- research courses to help students develop skills and knowledge needed to understand the design, implementation and evaluation of educational research.
- graduate programs in public school administration; community college and higher education administration and teaching, developmental education and adult education; library science; and educational media/instructional technology.

The following graduate degree programs are offered in the Department of Leadership and Educational Studies:

(1) Master of Arts in Educational Media (Major Code: 437*/13.0501), with two concentrations:

- (a) Instructional Technology Specialist/Computers (437D)[T]
- (b) Instructional Technology Specialist/Computers, General (437E)

Note: Three additional Instructional Technology Specialist concentrations are offered through the Department of Curriculum and Instruction. Please refer to that departmental section in this catalog for information on the following concentrations:

(a) Instructional Technology Specialist/Media Literacy (434G)

(b) Instructional Technology Specialist/Media Production (434F)

(c) Instructional Technology Specialist/New Media and Global Education (434H)

(2) Master of Arts in Higher Education (Major Code: 454*/13.0406), with four concentrations:

- (a) Administration (454B)
- (b) Adult Education (454C)
- (c) Developmental Education (454D)
- (d) Teaching (454E)

(3) Master of Library Science (MLS) in Library Science, General (Major Code: 465*/25.0101) with two concentrations:

- (a) Public Libraries (465C)
- (b) School Libraries (465B)[T]

(4) Master of School Administration (MSA) (Major Code: 433A/13.0409)[T]

(5) Education Specialist in Educational Administration (Major Code: 428A/13.0401)[T]

(6) Education Specialist in Higher Education (Major Code: 455*/13.0406), with four concentrations:

- (a) Administration (455B)
- (b) Adult Education (455C)
- (c) Developmental Education (455D)
- (d) Teaching (455E)

The Master's degree programs are described as follows:

Educational Media (M.A.) (437*/13.0501) and (434*/13.0501) – is an interdepartmental program in the Department of Leadership and Educational Studies and the Department of Curriculum and Instruction which offers a choice of five concentrations:

- (a) Instructional Technology Specialist/Computers (437D)[T]
- (b) Instructional Technology Specialist/Computers, General (437E)
- (c) Instructional Technology Specialist/Media Literacy (434G)
- (d) Instructional Technology Specialist/Media Production (434F)
- (e) Instructional Technology Specialist/New Media and Global Education (434H)

Graduates of the program will be prepared to assume leadership roles in various fields of media and technology.

Higher Education (M.A.) (454*/13.0406) – prepares students who wish to work in postsecondary institutional settings. Students must select one of the following concentrations: Administration (454B), Adult Education (454C), Developmental Education (454D), or Teaching (454E).

The teaching concentration (454E) is designed to prepare students to teach in two-year community colleges and four-year institutions. The degree in Higher Education does not lead to North Carolina public school administration and supervision licensure.

Library Science, General (MLS) (465*/25.0101) – is approved by the North Carolina State Department of Public Instruction and reflects Media Coordinator (School Librarian) competencies required by the state as well as Public Librarian Certification competencies of the North Carolina Public Librarian Certification Commission, depending on the concentration pursued by the student. Completion of the School Libraries concentration (465B)[T] entitles the graduate to apply for licensure (076 Media Coordinator) from the State of North Carolina. Completion of the Public Libraries concentration (465C) entitles the student to apply for Public Librarian Certification from the North Carolina Public Librarian Certification Commission.

School Administration (MSA) (433A/13.0409)[T] – prepares persons for a school principalship at all levels of public schools. Such a program leads to initial licensure as a school administrator in North Carolina. It is designed to prepare entry level leaders in the governance and administration of the public schools. The focus is essentially directed toward site-based administration.

The Education Specialist degree in the Department of Leadership and Educational Studies is a 30-semester hour degree program offered in the following areas:

Educational Administration (Ed.S.) (428A/13.0401)[T] – provides advanced graduate work for public school administration. This degree leads to sixth-year licensure.

Higher Education (Ed.S.) (455*/13.0406) – provides advanced graduate work beyond the M.A. degree for professionals in the area of postsecondary education. This degree is for individuals interested in advancing their careers, preparing for a doctoral program, or expanding their professional area to include one of four concentrations. Students must select one of the following concentrations: Administration (455B), Adult Education (455C), Developmental Education (455D), or Teaching (455E).

A student working toward a degree and/or licensure in the Department of Leadership and Educational Studies must develop her/his Program of Study in consultation with an approved advisor. Candidacy forms must be submitted to the Office of Graduate Studies and Research before the student has completed 12 semester hours of course work. Degree students taking courses without being officially assigned an advisor and receiving the advisor's approval do so at the risk of not having the courses approved as part of the degree program.

All electives must be approved by the student's advisor in all programs. Students pursuing or holding graduate degrees in other departments, and also seeking administration and supervision licensure, must take the necessary courses and internship pre-

scribed by the Department of Leadership and Educational Studies.

Students wishing to pursue any of the above degree programs should apply to the Cratis D. Williams Graduate School for admission. The Graduate School will provide the necessary information as to what is expected with the completed application. When the application is complete in all details, it will be sent to the department for action by the faculty in the program area. A number of the degree programs require a student to possess teacher licensure. Students should check for this in the specific degree program requirements.

MASTER OF ARTS IN EDUCATIONAL MEDIA

The Master of Arts in Educational Media (437*/13.0501) is an interdepartmental program in the Department of Leadership and Educational Studies and the Department of Curriculum and Instruction which provides an innovative blending of learning opportunities in the design, production, application, and evaluation of a broad range of media and technology. Students are encouraged to pursue work in both traditional and emerging technologies related to all aspects of educational media. Graduates of the program will be prepared to assume leadership roles in various fields of media and technology.

The program offers a choice of five concentrations: Instructional Technology Specialist/Computers (437D)[T], Instructional Technology Specialist/Computers, General (437E), Instructional Technology Specialist/Media Literacy (434G), Instructional Technology Specialist/Media Production (434F), and Instructional Technology Specialist/New Media and Global Education (434H). The range of possibilities for students in these concentrations includes the study of multimedia systems, educational computing, video production, photography, digital image acquisition and manipulation, as well as media literacy, instructional design and telecommunications systems. The Instructional Technology Specialist/Computers concentration (437D)[T] offers North Carolina Advanced Licensure in Computers (077).

A NC Endorsement in Computer Education/Technology Facilitator (079) based on 18 s.h. of appropriate credit in computer education is available (No licensure is issued in computer education.). This endorsement is limited to teaching assignments and can only be added to existing teaching areas. Unlike most other endorsements, it is not limited to less than half-time teaching assignments, and it can be issued at the graduate level if the licensure holder has earned the Master of Arts in Educational Media (437*/13.0501) with a concentration in Instructional Technology Specialist/Computers (437D)[T].

MASTER OF ARTS IN EDUCATIONAL MEDIA+

Major Code: 437*/13.0501

Concentration: Instructional Technology Specialist/Computers (437D)[T]

This concentration leads to North Carolina Licensure (077) and North Carolina endorsement in Computer Education/Technology Facilitator (079).

Prerequisites:

Baccalaureate degree from an accredited college or university.

The following prerequisite courses (6 s.h. required) must be completed. Prerequisite courses do not count toward the total 36 s.h. required for the degree:

CS	1440	Computer Science I (4 s.h.) (or equivalent)
FDN	3100	Classroom Use of Microcomputers in Grades K-12 (2 s.h.) (or equivalent)

Basic Criteria for Consideration:

Undergraduate and graduate transcripts.

Graduate Record Examination or Miller Analogies Test.

Other Criteria for All Applicants:

Professional and/or personal references.

Other types of individual evidence that may be requested:

- Personal interview
- Previous professional training
- Professional goals
- Prior success in teaching, computer technology, or related fields
- Commitment to engage in graduate education

Deadline: 1 July for Fall/ 1 November for Spring/ 1 April for Summer

Hours: 36 semester hours

+Advanced Licensure: Requirements for this degree were designed, and have been approved by the appropriate bodies at the state level, to meet the advanced competencies as mandated in the North Carolina Excellent Schools Act for Master-level teacher education programs.

Required Core Courses: (9 s.h.)

CI	5630	Instructional Technology.....	3
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FDN	5000	Research Methods	3
OR			
FDN	5040/CI 5040/RE 5040/SPE 5040 Teacher as Researcher	3	
FDN	5220	Computers in Educational Settings	3
		SUBTOTAL HOURS	9

Required Concentration Courses: (24 s.h.)

(Approved Instructional Technology courses must be selected with the advice and approval of the graduate advisor.)

CI	5055	Connecting Learners and Subject Matter	3
CI	5585/LHE 5585	Teacher Leadership and School Improvement	3
CI	5921	Instructional Design	3
FDN	5320	Telecommunications Technologies in Education.	3
FDN	5420	Hypermedia in Instruction	3
FDN	5620	Integrating Computer Technology into Instruction	3
FDN	5720	Planning for Instructional Technology in Schools	3
FDN	5900	Internship in Educational Computing	3
		SUBTOTAL HOURS	24

Thesis Option:

LHE	5999	Thesis	3
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OR

Non-Thesis Option:

Electives	(5000 level or above)	3
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(To be selected with the advice and approval of the graduate advisor.)

	SUBTOTAL HOURS	3
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	TOTAL HOURS	36
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Thesis: Optional**Proficiency:** None required**Comprehensive:** Oral and Written**Product of Learning:** Required**Capstone/Capstone Experience:** Product of Learning**Seminar:** None required

NOTE: Students must meet with the graduate advisor upon acceptance into the graduate program and before registering for courses. A Program of Study must be developed near the beginning of the program with the advice and approval of the graduate advisor and the departmental chair.

A NC Endorsement in Computer Education (079) based on 18 s.h. of appropriate credit in computer education is available (No licensure is issued in computer education.). This endorsement is limited to teaching assignments and can only be added to existing teaching areas. Unlike most other endorsements, it is not limited to less than half-time teaching assignments, and it can be issued at the graduate level if the licensure holder has earned the Master of Arts in Educational Media (437*/13.0501) with a concentration in Instructional Technology Specialist/Computers (437D)[T].

MASTER OF ARTS IN EDUCATIONAL MEDIA**Major Code:** 437*/13.0501**Concentration:** Instructional Technology Specialist/Computers, General (437E)*This concentration does not lead to North Carolina Licensure.***Prerequisites:** Baccalaureate degree from an accredited college or university.

The following prerequisite courses (6 s.h. required) must be completed. Prerequisite courses do not count toward the total 36 s.h. required for the degree:

CS	1440	Computer Science I (4 s.h.) (or equivalent)
FDN	3100	Classroom Use of Microcomputers in Grades K-12 (2 s.h.) (or equivalent)

Basic Criteria for Consideration:

Undergraduate and graduate transcripts. Graduate Record Examination or Miller Analogies Test.

Other Criteria for All Applicants:

Professional and/or personal references.

Other types of individual evidence that may be requested:

- Personal interview
- Previous professional training
- Professional goals
- Prior success in teaching, computer technology, or related fields
- Commitment to engage in graduate education

Deadline: 1 July for Fall/ 1 November for Spring/ 1 April for Summer**Hours:** 36 semester hours**Required Core Courses: (9 s.h.)**

CI	5630	Instructional Technology	3
FDN	5000	Research Methods	3
OR			
FDN	5040/CI 5040/RE 5040/SPE 5040 Teacher as Researcher	3	
FDN	5220	Computers in Educational Settings	3
		SUBTOTAL HOURS	9

Required Concentration Courses (5000 level or above): (27 s.h.)

The 27 s.h. of graduate study will be developed with the advice and approval of the graduate advisor.

SUBTOTAL HOURS	27
TOTAL HOURS	36

Thesis: None required**Proficiency:** None required**Comprehensive:** Oral and/or Portfolio Review**Product of Learning:** None required**Capstone/Capstone Experience:** None required**Seminar:** None required

NOTE: Students must meet with the graduate advisor upon acceptance into the graduate program and before registering for courses. A Program of Study must be developed near the beginning of the program with the advice and approval of the graduate advisor and the departmental chair.

MASTER OF ARTS IN HIGHER EDUCATION

The Higher Education graduate program was founded in 1968 in response to the growing need for community college and university instructors and administrators in North Carolina postsecondary institutions. Although the program continues its original role, it now serves a national and international population of students and professionals concerned with postsecondary education.

The program is housed in the Department of Leadership and Educational Studies in the Reich College of Education. The program's purposes include:

- preparing students for roles as community college and university instructors and administrators.
- advancing the skills and knowledge of current two-year and four-year college and university professionals.
- preparing students to design, deliver, and evaluate educational programs for adults in community colleges and universities, allied health programs, industry, the community, and other agencies and organizations offering adult education.
- preparing students for doctoral-level studies.

MASTER OF ARTS IN HIGHER EDUCATION**Major Code:** 454*/13.0406**Concentrations:**

- Administration (454B)
- Adult Education (454C)
- Developmental Education (454D)
- Teaching (454E)

The M.A. degree in Higher Education is a non-licensure degree and does not lead to North Carolina public school teaching, administration, or supervision licensure in the public schools.

Prerequisite: Baccalaureate degree from an accredited college or university.

Basic Criteria for Consideration:

Students must have a GPA of 3.0 or higher in the last 60 hours of undergraduate work and official GRE scores from ETS or official MAT scores from The Psychological Corporation.

OR

GPA for the last 60 hours of undergraduate study above 2.70, but below 3.0, and GRE Verbal and the GRE Quantitative total of 800 or more, or MAT score of 385. Students taking the GRE must submit the writing sample but no minimum score has been established.

Other Criteria for All Applicants: Three recommendations.

Deadline: 1 July for Fall/ 1 November for Spring/ 1 April for Summer

Hours: 36 semester hours

Required Core Courses: (9 s.h.)

FDN	5000	Research Methods	3
HE	5900	Higher Education Internship/Field Study	3
HE	6861	American Higher Education	3
SUBTOTAL HOURS			9

CONCENTRATIONS

Each student must select one of the following four concentrations: Administration (454B), Adult Education (454C), Developmental Education (454D), or Teaching (454E).

ADMINISTRATION CONCENTRATION (454B)

Required Concentration Courses: (12 s.h.)

HE	5430	Organization & Administration of Postsecondary Education	3
HE 5700/LHE 5700		Educational Leadership	3
HE	5840	College Finance	3
HE	5990	The Law of Higher Education	3
SUBTOTAL HOURS			12

Suggested Electives: (12 or 15 s.h. required)

Students must select 12 s.h. of electives (with a thesis) or 15 s.h. of electives (without a thesis) based on their career interests and with the advice and approval of their graduate advisor.

FDN	5220	Computers in Educational Settings (3 s.h.)
HE 5250/LHE 5250		Conflict Management in Educational Administration (3 s.h.)
HE	5420	The Community College (3 s.h.)
HE	5630	The Adult Learner (3 s.h.)
HE	5780	Grantsmanship in Education (3 s.h.)
HE 5810/LHE 5810		Planning Educational Programs (3 s.h.)
HE	5960	Government and Corporate Relations (3 s.h.)
HE	6090	Seminar in Developmental Education (3 s.h.)
HE	6650	Seminar in Postsecondary Education (3 s.h.)
HE	6840	College Personnel Administration (3 s.h.)
HPC	5380	College Students and Their Environments (3 s.h.)

Thesis Option: (15 s.h.)

HE	5999	Thesis	3
Electives	(5000 level or above)	.....	12
SUBTOTAL HOURS			15
TOTAL HOURS (with a thesis)			36

OR

Non-Thesis Option: (15 s.h.)

Electives	(5000 level or above)	.....	15
SUBTOTAL HOURS			15
TOTAL HOURS (without a thesis)			36

ADULT EDUCATION CONCENTRATION (454C)

Required Concentration Courses: (12 s.h.)

HE	5050	Designing Adult Learning Experiences	3
HE	5080	Introduction to Adult Education	3
HE	5630	The Adult Learner	3
HE 5810/LHE 5810		Planning Educational Programs	3
		SUBTOTAL HOURS	12

Suggested Electives: (12 or 15 s.h. required)

Students must select 12 s.h. of electives (with a thesis) or 15 s.h. of electives (without a thesis) based on their career interests and with the advice and approval of their graduate advisor.

CI	5630	Instructional Technology (3 s.h.)	
FDN	5220	Computers in Educational Settings (3 s.h.)	
HE 5250/LHE 5250		Conflict Management in Educational Administration (3 s.h.)	
HE	5420	The Community College (3 s.h.)	
HE	5440	Instruction in Postsecondary Institutions (3 s.h.)	
HE 5700/LHE 5700		Educational Leadership (3 s.h.)	
HE	5780	Grantsmanship in Education (3 s.h.)	
HE	6090	Seminar in Developmental Education (3 s.h.)	
HE	6550	Seminar in Comparative Education (3 s.h.)	
HE	6650	Seminar in Postsecondary Education (3 s.h.)	
HE	6840	College Personnel Administration (3 s.h.)	

Thesis Option: (15 s.h.)

HE	5999	Thesis	3
Electives	(5000 level or above)	.....	12
		SUBTOTAL HOURS	15
		TOTAL HOURS (with a thesis)	36

OR

Non-Thesis Option: (15 s.h.)

Electives	(5000 level or above)	.....	15
		SUBTOTAL HOURS	15
		TOTAL HOURS (without a thesis)	36

DEVELOPMENTAL EDUCATION CONCENTRATION (454D)

Required Concentration Courses: (9 s.h.)

HE	5630	The Adult Learner	3	
HE	6090	Seminar in Developmental Education	3	
and		Select one course from the following:		
			
HE	5050	Designing Adult Learning Experiences (3 s.h.)		
HE	5420	The Community College (3 s.h.)		
HE	5430	Organization & Administration of Postsecondary Education (3 s.h.)		
HE	5440	Instruction in Postsecondary Institutions (3 s.h.)		
HE 5700/LHE 5700		Educational Leadership (3 s.h.)		
HE	5780	Grantsmanship in Education (3 s.h.)		
HE 5810/LHE 5810		Planning Educational Programs (3 s.h.)		
		SUBTOTAL HOURS	9	

Electives: (15 or 18 s.h. required)

Students must select 15 s.h. of electives (with a thesis) or 18 s.h. of electives (without a thesis) based on their career interests and selected with the advice and approval of their graduate advisor to develop an area of specialization. The following areas are suggested: counseling, reading, English, mathematics, administration, adult education, etc.

Thesis Option: (18 s.h.)

HE	5999	Thesis	3
Electives	(5000 level or above)	.....	15
		SUBTOTAL HOURS	18
		TOTAL HOURS (with a thesis)	36

OR

Non-Thesis Option: (18 s.h.)

Electives	(5000 level or above)	18
SUBTOTAL HOURS		
TOTAL HOURS (without a thesis)		

TEACHING CONCENTRATION (454E)**Required Concentration Courses:** (9 s.h.)

HE	5420	The Community College	3
HE	5440	Instruction in Postsecondary Institutions	3
HE	5630	The Adult Learner	3
SUBTOTAL HOURS			9

Electives (5000 level or above): (18 s.h.)

Students must select 18 s.h. of electives. These courses are to be taken in their teaching/subject discipline with the advice and approval of their graduate advisor with assistance from faculty in the discipline.

SUBTOTAL HOURS	18
TOTAL HOURS	

Thesis: A thesis is optional for the concentrations in Administration (454B), Adult Education (454C), and Developmental Education (454D); however students are encouraged to consider the "Thesis Option." A thesis is not available for the Teaching concentration (454E).

Proficiency: None required

Comprehensive: Students must successfully complete a written comprehensive exam.

Product of Learning: None required

Capstone/Capstone Experience: None required

Seminar: None required

MASTER OF LIBRARY SCIENCE IN LIBRARY SCIENCE, GENERAL

The Department of Leadership and Educational Studies offers programs of study which lead to the Master of Library Science (M.L.S.) degree with a major in Library Science, General (465*/25.0101) and two different areas of concentration: Public Libraries (465C) and School Libraries (465B)[T]. Degree requirements for the two M.L.S. concentrations are listed below. For additional information, consult the M.L.S. website: www.les.appstate.edu/libsci/

MASTER OF LIBRARY SCIENCE IN LIBRARY SCIENCE, GENERAL

Major Code: 465*/25.0101

Concentration: Public Libraries (465C)

Prerequisite: Baccalaureate degree from an accredited college or university.

Basic Criteria for Consideration:

GPA of 3.0 or higher in the last 60 hours of undergraduate work and official GRE scores from ETS or official MAT scores from The Psychological Corporation.

OR

Cumulative GPA or last-60-hours GPA below 3.0 but above 2.69, and an official MAT score of 385 or an official GRE Verbal plus Quantitative score of 800.

Other Criteria for All Applicants: Three recommendations.

Deadline: 1 July for Fall/ 1 November for Spring/ 1 April for Summer

Hours: 39 semester hours

Required Courses: (30 s.h.)

FDN	5000	Research Methods.	3
LIB	5010	Building Library and Media Center Collections	3
LIB	5020	Information Sources and Services	3
LIB	5030	Cataloging and Classification	3
LIB	5045	Administration of the Public Library	3
LIB	5050	Information and Management Technology in Libraries and Educational Media Centers	3

LIB	5140	Electronic Research	3
LIB	5160	Critical Evaluation of Library Media for Young Adults	3
LIB	5190	Critical Evaluation of Library Media for Children	3
LIB	5900	Internship/Practicum	3
(Note: The Practicum must be completed in a public library under the supervision of a professional public librarian who holds North Carolina Public Librarian Certification.)			
		SUBTOTAL HOURS	30

Suggested Electives: (9 s.h required)

LIB	5155	Mystery Genre	3
LIB	5170	Storytelling	3
LIB	5180	Multicultural Literature for Youth	3
SUBTOTAL HOURS			
TOTAL HOURS			

Thesis: None required

Proficiency: None required

Comprehensive: A written comprehensive examination is required of all students.

Product of Learning: None required

Capstone/Capstone Experience: None required

Seminar: None required

MASTER OF LIBRARY SCIENCE IN LIBRARY SCIENCE, GENERAL+

Major Code: 465*/25.0101

Concentration: School Libraries (465B)[T]

Requirements for Media Coordinator (076) Licensure for School Librarians:

The 076 Media Coordinator Licensure in Library Science is approved by the North Carolina State Department of Public Instruction and the National Association for the Accreditation of Teacher Education (NCATE) and reflects Media Coordinator (School Librarian) competencies required by the State as well as those approved by the American Association of School Librarians (AASL). Completion earns the student the Master of Library Science degree and entitles her/him to 076 Media Coordinator Licensure in the State of North Carolina. Students must plan their Program of Study in consultation with an advisor, and file the plan with the Graduate School early in their degree program.

Prerequisites: Baccalaureate degree from an accredited college or university.

For the School Libraries concentration (465B)[T], it is preferred that applicants hold a North Carolina "A" license or the equivalent from another state. For additional information, consult the M.L.S. website: www.les.appstate.edu/libsci/

Basic Criteria for Consideration:

GPA of 3.0 or higher in the last 60 hours of undergraduate work and official GRE scores from ETS or official MAT scores from The Psychological Corporation.

OR

Cumulative GPA or last-60-hours GPA below 3.0 but above 2.69, and an official MAT score of 385 or an official GRE Verbal plus Quantitative score of 800.

Other Criteria for All Applicants:

Three recommendations.

Deadline: 1 July for Fall/ 1 November for Spring/ 1 April for Summer

Hours: 37-39 semester hours

+Advanced Licensure: Requirements for this degree were designed, and have been approved by the appropriate bodies at the state level, to meet the advanced competencies as mandated in the North Carolina Excellent Schools Act for Master-level teacher education programs.

Required Library Science and Allied Field Courses: (27 s.h.)

LIB	5010	Building Library and Media Center Collections	3
LIB	5020	Information Sources and Services	3
LIB	5030	Cataloging and Classification	3
LIB	5040	Management of the School Library Media Center	3

LIB	5050	Information and Management Technology in Libraries and Educational Media Centers	3
LIB	5080	The School Library Media Program	3
LIB	5140	Electronic Research	3
LIB	5160	Critical Evaluation of Library Media for Young Adults.....	3
LIB	5190	Critical Evaluation of Library Media for Children	3
		SUBTOTAL HOURS	27

Select one of the following courses:

FDN	5000	Research Methods (3 s.h.)	
FDN 5040/CI 5040/RE 5040/SPE 5040 Teacher as Researcher (3 s.h.)			
FDN	5560	Classroom Assessment (3 s.h.)	
		SUBTOTAL HOURS	3

Other Required Courses: (4-6 s.h.)

LIB	5525	Product of Learning	1-3
LIB	5900	Internship/Practicum	3
		SUBTOTAL HOURS	4-6

Electives: (3 s.h. required) Select one of the following suggested electives:

LIB	5155	Mystery Genre (3 s.h.)	
LIB	5170	Storytelling (3 s.h.)	
LIB	5180	Multicultural Literature for Youth (3 s.h.)	
		SUBTOTAL HOURS	3

TOTAL HOURS **37-39**

Thesis: None required

Proficiency: None required

Comprehensive: None required

Product of Learning: Required

Capstone/Capstone Experience: Product of Learning

Seminar: None required

MASTER OF SCHOOL ADMINISTRATION (MSA)

Major Code: 433A/13.0409)[T]

The Department of Leadership and Educational Studies offers a program of study which leads to the Master of School Administration degree (433A/13.0409)[T]. This program prepares candidates for the public school principalship at all grade levels. The focus of the program is upon entry-level, site-based school leadership and leads to the initial licensure for school administration in North Carolina.

Applicants to the School Administration program must complete a separate MSA Application Form.

Prerequisites:

Baccalaureate degree from an accredited college or university.

North Carolina "A" or "G" license or the equivalent from another state.

Three years of public school teaching experience or equivalent experience in other settings (e.g., private school teaching; training in the private sector; leadership training in the military, etc.)

Basic Criteria for Consideration:

Cumulative undergraduate GPA of 3.5, GREV + GREQ of at least 800 with minimum GREV of 400, and GREW at least 3.5. MAT score in the 45-50th percentile may be submitted.

OR

Minimum cumulative undergraduate GPA of 3.5 and GREV + GREQ of at least 900 on a GRE test taken before November 2002.

Other Criteria for All Applicants:

Evidence of leadership activity in schools and/or related settings.

Interview upon request.

Writing sample.

Three recommendations, including school administrators with whom the candidate has worked.

Deadline: 1 April for Fall admission; 1 Nov. for Spring admission

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Hours: 42 semester hours

Required Courses:

Area I: Administrative Knowledge Base (27 s.h. required)

Educational Leadership: (15 s.h.)

LHE	5030	The Principalship	3
LHE	5400	Guiding and Developing Human Resources in Schools	3
LHE	5600	School Law	3
LHE 5700/HE 5700		Educational Leadership	3
LHE	5820	Theory and Development in Educational Organizations	3
<i>Educational Foundations: (6 s.h.)</i>			
FDN	5560	Classroom Assessment	3
FDN	5840	Social and Philosophical Foundations of Education	3
<i>Curriculum Leadership: (6 s.h.)</i>			
CI	5050	Supervision of Instruction	3
CI	5230	Studies in Applied Instructional Strategies	3
		SUBTOTAL HOURS	27

Area II: Leadership Praxis: The Internship (9 s.h. required)

LHE	5900	School Administration and Supervision/Internship/Field Study.....	9
		SUBTOTAL HOURS	9

Area III: Professional Development Electives (6 s.h. required)

Select two electives from the following:

(Other elective options are possible with the recommendation of the graduate advisor/coordinator and the approval of the departmental chair.)

CI	5055	Connecting Learners and Subject Matter (3 s.h.)	
OR			
CI	5060	Curriculum Planning (3 s.h.)	
FDN	5000	Research Methods (3 s.h.)	
FDN 5040/CI 5040/RE 5040/SPE 5040	Teacher as Researcher (3 s.h.)		
FDN	5220	Computers in Educational Settings (3 s.h.)	
FDN	5801	Education of the Culturally Diverse (3 s.h.)	
LHE	5070	School-Based Evaluation (3 s.h.)	
LHE	5180	Fiscal Operations and Resource Management (3 s.h.)	
LHE	5800	Critical Inquiry and Thought in Educational Leadership (3 s.h.)	
LHE	5850	Politics and Public Policy Analysis for Educational Leadership (3 s.h.)	
		SUBTOTAL HOURS	6
		TOTAL HOURS	42

Thesis: None required

Proficiency: None required

Comprehensive: Prior to graduation, the student must successfully complete a comprehensive examination.

Product of Learning: None required

Capstone/Capstone Experience: None required

Seminar: None required

EDUCATION SPECIALIST IN EDUCATIONAL ADMINISTRATION

Major Code: 428A/13.0401 [T]

The Ed.S. in Educational Administration (428A/13.0401)[T] provides extended knowledge of a systematic perspective of the administration of public schools. The focus is to prepare for higher levels of educational administrative responsibility, typically in specialized positions in central office administration.

Objectives:

1. To provide an opportunity to apply essential human skills for finding and solving system problems and concerns.
2. To introduce policy issues and the political implications related to policy implementation.
3. To elevate the application of appropriate technical knowledge (school plan, planning, school finance) in order to develop a

- broader perspective of educational problems and needs.
4. To confront the process of resource allocation as it relates to the professional settings in school systems.
 5. To encourage building a relationship between various areas of specialization to the needs of school administration.

Applicants to the Educational Administration program must complete a separate Ed.S. in Educational Administration Application Form.

Prerequisites:

A Masters degree in School Administration from an accredited college or university.
 Applicants must hold the MSA or equivalent school administration master's-level degree.
 Current principal licensure (NC licensure code 12 or its equivalent from another state).
 Three years of public school teaching experience or equivalent experience in other settings (e.g., private school teaching; training in the private sector; leadership training in the military, etc.).
 Priority will be given to practicing principals and assistant/associate principals whose career goal is to be a superintendent. This Ed.S degree leads to NC superintendent licensure.

Basic Criteria for Consideration:

Cumulative graduate GPA of 3.5, GREV + GREQ of at least 900 with minimum GREV of 400, and GREW at least 3.5. MAT score at 50th percentile or above may be submitted.

OR

Minimum cumulative graduate GPA of 3.5 and GREV + GREQ of at least 900 on a GRE test taken before November 2002.

Other Criteria for All Applicants:

Evidence of leadership activity in schools and/or related settings.

Interview upon request.

Writing sample.

Three recommendations, including site-based school administrators and superintendents with whom the applicant has worked.

Deadline:

1 April for Fall admission (offered in cohorts)

Hours: 30 semester hours

Required Courses for Ed.S. Degree and Advanced Principal Licensure:

LHE	6300	Personnel Administration in Education	3
LHE	6400	Administering Change in Education	3
LHE	6700	Politics in Administration	3
LHE	6900	School Administration and Supervision/Internship/Field Study.	6
SUBTOTAL HOURS			15

AND

Select one of the following two options:

1. Required Courses for Superintendent Licensure (15 s.h.)

LHE	6180	School Finance	3
LHE	6491	Educational Facilities	3
Electives	(5000 level or above)	9	

(9 s.h. of electives shall be selected in consultation with the program advisor to develop an area of specialization. Students are urged to consider courses in other departments both within the Reich College of Education as well as in other colleges in the University in developing an area of specialization.)

OR

2. Electives (5000 level or above)

(15 s.h. of electives shall be selected in consultation with the program advisor to develop an area of specialization. Students are urged to consider courses in other departments both within the Reich College of Education as well as in other colleges in the University in developing an area of specialization.)

SUBTOTAL HOURS **15**

TOTAL HOURS **30**

Thesis: None required

Proficiency: None required

Comprehensive: Prior to graduation, the student must successfully complete a comprehensive examination.

Product of Learning: None required

Capstone/Capstone Experience: None required

Seminar: None required

EDUCATION SPECIALIST IN HIGHER EDUCATION

Major Code: 455*/13.0406

Concentrations:

- Administration (455B)
- Adult Education (455C)
- Developmental Education (455D)
- Teaching (455E)

The Education Specialist (Ed.S.) degree in Higher Education (455*/13.0406) is designed to provide students who have earned a Masters degree an opportunity to advance their careers in the area of higher education administration, teaching or developmental education in two-year colleges, four-year colleges, or in organizations and institutions which provide adult education programs.

The Ed.S. in Higher Education is a non-licensure program and does not lead to North Carolina teaching, administration, or supervision licensure.

Prerequisite: A Master's degree from an accredited college or university.

Basic Criteria for Consideration:

Students must have a GPA of 3.0 or higher from the master's degree. Applicants must present GRE or MAT scores but no minimum score is required.

OR

GPA from the master's degree above 2.70, but below 3.0, and GRE Verbal and the GRE Quantitative total of 800 or more, or MAT score of 400. Students taking the GRE must submit the writing sample but no minimum score has been established.

Other Criteria for All Applicants:

Three recommendations.

Deadline:

1 July for Fall/ 1 November for Spring/ 1 April for Summer

Hours: 30 semester hours

Required Core Courses: (12 s.h.) The following courses are required for the concentrations in Administration (455B), Adult Education (455C), and Developmental Education (455D).

HE	6040	Readings in Postsecondary Education	3
HE	6650	Seminar in Postsecondary Education	3
HE	6861	American Higher Education	3
HE 6900 or HE 5900		Higher Education Internship/Field Study.	3
SUBTOTAL HOURS			12

CONCENTRATIONS

Each student must select one of the following four concentrations: Administration (455B), Adult Education (455C), Developmental Education (455D), or Teaching (455E).

ADMINISTRATION CONCENTRATION (455B)

Required Concentration Courses: (12 s.h.)

HE	5430	Organization & Administration of Postsecondary Education	3
HE 5700/LHE 5700		Educational Leadership	3
HE	5840	College Finance	3
HE	5990	The Law of Higher Education	3
SUBTOTAL HOURS			12

Thesis Option: (6 s.h.)

HE	6999	Education Specialist Thesis	3
Electives	(5000 level or above).		3
Students must select 3 s.h. of electives (with a thesis) based on their career interests and with the advice and approval of their graduate advisor.			
SUBTOTAL HOURS			6
TOTAL HOURS (with a thesis)			30

OR

Non-Thesis Option: (6 s.h.)

Electives	(5000 level or above)	6
Students must select 6 s.h. of electives (without a thesis) based on their career interests and with the advice		

and approval of their graduate advisor.

SUBTOTAL HOURS	6
TOTAL HOURS (without a thesis)	30

ADULT EDUCATION CONCENTRATION (455C)

Required Concentration Courses: (9 s.h.)

HE 5080	Introduction to Adult Education	3
HE 5630	The Adult Learner	3
HE 5810/LHE 5810	Planning Educational Programs	3
SUBTOTAL HOURS		9

The Thesis Option: (9 s.h.)

HE 6999	Education Specialist Thesis	3
Electives (5000 level or above)		6
Students must select 6 s.h. of electives (with a thesis) based on their career interests and with the advice and approval of their graduate advisor.		
SUBTOTAL HOURS		9
TOTAL HOURS (with a thesis)		30

OR

Non-Thesis Option: (9 s.h.)

Electives (5000 level or above)	9
Students must select 9 s.h. of electives (without a thesis) based on their career interests and with the advice and approval of their graduate advisor.	
SUBTOTAL HOURS	9

TOTAL HOURS (without a thesis)	30
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DEVELOPMENTAL EDUCATION CONCENTRATION (455D)

Required Concentration Courses: (9 s.h.)

HE 5630	The Adult Learner	3
HE 6090	Seminar in Developmental Education	3
HE 5440	Instruction in Postsecondary Institutions	3
or		
HE 6631	Teaching and Learning in Postsecondary Education	3
SUBTOTAL HOURS		9

The Thesis Option: (9 s.h.)

HE 6999	Education Specialist Thesis	3
Electives (5000 level or above)		6
Students must select 6 s.h. of electives (with a thesis) based on their career interests and with the advice and approval of their graduate advisor.		
SUBTOTAL HOURS		9
TOTAL HOURS (with a thesis)		30

OR

Non-Thesis Option: (9 s.h.)

Electives (5000 level or above)	9
Students must select 9 s.h. of electives (without a thesis) based on their career interests and with the advice and approval of their graduate advisor.	
SUBTOTAL HOURS	9

TOTAL HOURS (without a thesis)	30
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TEACHING CONCENTRATION (455E)

Required Core Courses: (12 s.h.)

HE 6040	Readings in Postsecondary Education	3
HE 6631	Teaching and Learning in Postsecondary Education	3
HE 6650	Seminar in Postsecondary Education	3
HE 6900 or HE 5900	Higher Education Internship/Field Study	3
SUBTOTAL HOURS		12

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Electives (5000 level or above): (18 s.h.)

Students must select 18 s.h. of graduate courses in a discipline in consultation with their graduate advisor, and recommendations from the department where the courses are to be taken.

SUBTOTAL HOURS	18
TOTAL HOURS	30

Thesis: A thesis is optional for the concentrations in Administration (455B), Adult Education (455C), and Developmental Education (455D), however students are encouraged to consider the "Thesis Option." A thesis is not required for the Teaching concentration (455E).

Proficiency: None required

Comprehensive: During the final term in the program, the student must successfully complete a comprehensive written and oral examination.

Product of Learning: None required

Capstone/Capstone Experience: None required

Seminar: None required

COMMUNITY COLLEGE TEACHING (NON-LICENSURE) PROFESSIONAL EDUCATION REQUIREMENTS:

Majors available to students are: English, French, History, *Social Science, Spanish, and Technology. [The following degrees offer concentrations in Community College Teaching: M.A. degree in English, Education; M.A. degree in Romance Languages, French (Teaching); M.A. degree in Romance Languages, Spanish (Teaching); M.A. degree in History, Education; M.A. degree in Technology Education; and the M.A. degree in Social Science, Education.] For required courses in the academic field, see the appropriate department.

*See the Social Science section of the catalog and/or department in which the area of concentration is offered.

Prerequisite: A baccalaureate degree from an accredited college or university is required.

Professional Education Courses: 6-12 s.h. (5000 level or above) should be chosen with the advice and approval of the graduate advisor. Refer to specific information in the major department or contact the Department of Leadership and Educational Studies.

Electives/Other Courses (5000 level or above): Should be chosen with the advice and approval of the graduate advisor.

(For an explanation of the course prefixes used in the following list of courses, see the index.)

FOUNDATIONS OF EDUCATION (FDN)

FDN 5000. Research Methods/(3).F;S.

The primary purpose of this course is to enable practitioners to read, interpret, and conduct research aimed at improving their practice in their professions. The course includes a study of research methods, encompassing those used in action research, experimental, non-experimental, and qualitative research, evaluation, and policy analysis designs.

FDN 5040. Teacher as Researcher/(3).F;S.

This course provides an opportunity for practitioners to explore, using systematic observations and reflection, an area of interest in their professional practice. Teachers will research and solve specific problems in educational settings. The ultimate goal is that the inquiry conducted by the student should lead to an improvement in practice and to an increased understanding of the issues, both theoretical and practical, that arise in the course of conducting research. (Same as CI 5040/RE 5040/SPE 5040.)

FDN 5220. Computers in Educational Settings/(2-3).F.

Exploration of the various roles of computers in instructional, service and clinical settings. Students enrolling for two credit hours must register for a one credit hour program area course. Students enrolling for three credit hours continue in FDN 5220 focusing on computer use in a program area. Prerequisite: competency in the use of the micro-computer and word processing or by permission of the instructor.

FDN 5320. Telecommunications Technologies in Education/(3).F;S.On Demand.

The exploration of telecommunications in the learning environment, including attributes of learning activities that take advantage of telecommunications facilities, establishing and running learning activities using telecommunications technologies, types of technologies and networks available, setting up telecommunications connections, and maintaining telecommunications facilities.

FDN 5420. Hypermedia in Instruction/(3).F;S.On Demand.

Exploration of the various forms of hypermedia available to educators and their role in the learning setting. Particular attention will be given to the development of learning activities that take advantage of the hypermedia environment.

FDN 5430. Issues in Learning with Computers/(3).On Demand.

Students will explore selected issues related to the use of computer technology in learning settings from several perspectives and be asked to identify actions that may be effective related to those issues. Topics addressed in the class will be selected from current issues having significant impact in learning settings.

FDN 5500. Independent Study/(1-4).On Demand.

FDN 5530-5549. Selected Topics/(1-4).On Demand.

Subject matter may vary from term to term depending on student interest and need. A student may enroll more than once in a selected topics course provided that the content does not duplicate that of the previous course. Limit of six hours credit.

FDN 5560. Classroom Assessment/(3).F;S.

This course is a survey of key measurement and assessment concepts needed by classroom teachers. It focuses on developing and using classroom assessments, including informal observations, that are linked to instructional objectives and classroom practices, and on the interpretation of state-mandated, formal assessments. Traditional forms of assessment along with newer forms of assessment, including performance and portfolio assessments, are emphasized. Each student will be required to complete an action research project related to classroom assessment practices.

FDN 5600. Educational Statistics/(3).F;S.

A study of descriptive statistics, correlational techniques, and simple regression as applied to practice and research in education and counseling. Instruction in and extensive use of SPSS statistical package included. [Dual-listed with FDN 4600.]

FDN 5620. Integrating Computer Technology into Instruction/(3).F;S.On Demand.

The study of processes that facilitate the incorporation of computer capabilities into the K-12 school curriculum, including the identification of appropriate instructional settings for computer use and the means to support teachers as they introduce the use of computers into the curriculum. Special emphasis will be placed on the development of the use of the computer as a tool that enables learning.

FDN 5630. Advanced Web Design for Education/(3).On Demand.

Explores web page designs and elements that support the development of interactive web-based learning activities, tools, techniques, and trends in educational web site design. Appropriate for students with advanced interest and skill in the design of interactive, pedagogically-sound web sites, especially those which support student learning and online courses.

FDN 5720. Planning for Instructional Technology in Schools/(3).F;S.On Demand.

The development of technology plans for existing and future schools that incorporate current levels of technology and allow for the growth into new technologies. Included will be the evaluation of hardware and software and the development of networking systems.

FDN 5800. History of American Education/(3).S.

A study of the historical development of education in the United States. Special emphasis is given to educational concepts and practices as they relate to political, social, and cultural development in the growth of a system of public education.

FDN 5801. Education of the Culturally Diverse/(3).F.

A general survey of situations encountered by the teacher in a culturally diverse society. An emphasis on the development of the empathetic teacher and the creation of teacher strategies and materials. [Dual-listed with FDN 4800.]

FDN 5810. Education in Appalachian America/(3).S.

A course designed to assist the teacher of mountain children in understanding the pupil and school in the Appalachian culture. Various Appalachian cultural descriptors and their effect on schooling will be discussed with attention to the creation of teaching strategies and materials. [Dual-listed with FDN 4810.]

FDN 5840. Social and Philosophical Foundations of Education/(3).F;S.

An examination of the philosophical assumptions which appear to influence education policy decisions and an examination of social forces which impact on education - particularly the process we call schooling. Inquiry into significant social and philosophical issues in education is a major component.

FDN 5861. History of Postsecondary Education in America/(3).F.

The study of the development of colleges and universities, community, junior, and technical colleges; and the adult and community education movements. The impact of movement in education, internationally on the development of postsecondary education in America are explored. The study of current issues and problems in postsecondary education is included.

FDN 5870. Statistical Applications in Education/(2).F.

Advanced statistical methods and analysis as applied to education.

FDN 5900. Internship in Educational Computing/(2-6).On Demand.

Supervised experiences of leadership and management under the direction of competent personnel or study of problems in a public school, public school system, or other appropriate agency/institution. Graded on an S/U basis.

FDN 5989. Graduate Research/(1-9).F;S.

This course is designed to provide access to University facilities for continuing graduate research at the master's and specialist's levels. Graded on an S/U basis. FDN 5989 does not count toward a degree.

FDN 5999. Thesis/(3-4).On Demand.

For (077) Instructional Technology Specialist only. Graded on an S/U basis.

FDN 6000. Seminar in Research Design/(1-3).F;S.

The application of research techniques in the investigation of educational problems. This course is of particular value in the definition and design of the research required for advanced graduate degrees.

FDN 6500. Independent Study/(1-4).On Demand.**FDN 6530-6549. Selected Topics/(1-4).On Demand.****FDN 6600. Historical Survey of Reading Education/(3).F.**

Provides student with breadth and depth in the evolution of the field of reading. History of the field will be studied along the following subdivisions: 1) sociology of reading, 2) physiology and psychology of reading, and 3) pedagogy of reading.

HIGHER EDUCATION (HE)**HE 5050. Designing Adult Learning Experiences/(3).F.**

This course provides guided study and practice in the design of the instructional component of educational planning for adults. It includes the basic principles and theories of instructional design and adult learning with application to a variety of delivery formats within the following categories: individual, small-group, distance learning and community learning. Emphasis is placed on the integration of goals, teaching and learning activities, and assessment.

HE 5080. Introduction to Adult Education/(3).F.

Provides a variety of experiences for students to develop an understanding and appreciation of the profession and practice of adult education including its major concepts, philosophies, and providers. The course is intended to serve as an introduction to the numerous populations, agencies, and delivery systems involved in the process of providing lifelong learning experiences.

HE 5250. Conflict Management in Educational Administration/(3).S.

Sources of conflict for the administrator are analyzed including communications and professional negotiations. Emphasis is placed on basic problem solving techniques. (Same as LHE 5250.)

HE 5420. The Community College/(3).S.

An analysis of two-year colleges in the United States. Emphases include historical development, mission, student characteristics, teaching and learning, curriculum planning, governance, finance, and current trends. Attention is also given to the role of the community college in serving its community and the values that guide this endeavor.

HE 5430. Organization and Administration of Postsecondary Education/(3).F.

A study of the concepts of organization and administration as applied to post-secondary educational institutions and agencies. Emphasis is placed on understanding organizational structure and the functions of management in educational and agency environments.

HE 5440. Instruction in Postsecondary Institutions/(3).F.

A study of various theories of instruction with emphasis on the merger of theory and practice in the development of learning strategies for higher education.

HE 5451. Teaching Practicum in Higher Education/(1-3).On Demand.

A course study designed specifically for graduate teaching assistants at Appalachian State University as part of a preservice and inservice instructional development program. Attention is given to specific problems and issues relating to teaching in higher education. Resources are drawn from the faculty of the department and disciplines represented on campus to help the teaching assistants improve their teaching skills.

HE 5500. Independent Study/(1-4).On Demand.

Subject matter may vary depending on student interest and need. A student may enroll more than once provided the content does not duplicate that of the previous course.

HE 5530-5549. Selected Topics/(1-4).On Demand.

HE 5630. The Adult Learner/(3).F;S.

A study of the characteristics of adults as learners. Special attention is given to review of research on adult learning and to the role of the adult educator as a facilitator in the learning process.

HE 5700. Educational Leadership/(2-3).F.

A study of the process of leadership with activities designed to improve skill in planning, decision making, organizing, communicating, and evaluating. Research on leadership and the processes of implementing change will be analyzed. (Same as LHE 5700.)

HE 5780. Grantsmanship in Education/(3).On Demand.

A study of fiscal resources available to researchers and practitioners in professional education, involving identification of funding sources, an understanding of proposal requirements and strategies for proposal development, competence in proposal evaluation, experience in the drafting and submission of a specific proposal to an appropriate agency.

HE 5810. Planning Educational Programs/(3).F.

The principles and processes involved in programming, including basic theories and concepts supporting the programming process for adult clientele. Consideration will be given to determining needs for specific training in a community and developing programs appropriate to meet those needs. (Same as LHE 5810.)

HE 5840. College Finance/(3).F.

A study of financial management principles relating to higher education. Consideration is given to sources of funds, budgeting, purchasing, and financial accountability in higher education.

HE 5900. Higher Education Internship/Field Study/(1-9).F;S.

Supervised experiences of teaching and/or administration under the direction of competent personnel, or study of problems in postsecondary educational institutions or other appropriate agencies. Graded on an S/U basis for MA degree students.

HE 5960. Government and Corporate Relations/(3).S.

This course will prepare students to: access appropriate governmental, foundation, and corporation personnel; develop and utilize networks between a home organization and governmental contacts on a local, state, regional, and national level.

HE 5970. Seminar on Community and Technical Colleges/(3).F.
Study and analysis of teaching, administrative, planning and leadership problems and issues related to community colleges, technical colleges, and technical institutes. Research of recent trends of two year colleges are studied. This course is also designed to complement the internship by assisting the students with course planning and development.

HE 5989. Graduate Research/(1-9).F;S.

This course is designed to provide access to University facilities for continuing graduate research at the master's and specialist's levels. Graded on an S/U basis. HE 5989 does not count toward a degree.

HE 5990. The Law of Higher Education/(3).F.

An overview of the law as it affects the administrator in higher education. The accent is on learning general concepts and sources of the law and regulations. Additionally, students select individual problem areas for detailed study.

HE 5999. Thesis/(2-4).F;S.

Graded on an S/U basis.

HE 6040. Readings in Postsecondary Education/(3).S.

Emphasis is given to understanding the conceptual framework of adult education, community education, developmental education, teaching, and administration through the study of relevant literature. Each student will conduct a study of the literature in one of these areas.

HE 6090. Seminar in Developmental Education/(3).F.

This course explores developmental education as a professional field within the broader field of higher education. It contributes to the preparation of higher education professionals serving as teachers, advisors, or administrators in learning centers and developmental education programs. For those who are not planning a career in developmental education, the course provides a background in the field enabling them to understand the role of developmental education within the context of U.S. colleges and universities. The course explores major issues, problems, methods, and best practices in the design and delivery of developmental education and learning assistance.

HE 6500. Independent Study/(1-4).On Demand.

Subject matter may vary depending on student interest and need. A student may enroll more than once provided the content does not duplicate that of the previous course.

HE 6530-6549. Selected Topics/(1-4).On Demand.

Topics considered may include the following: Seminar in Educational Leadership; and Seminar in College Administration, etc.

HE 6550. Seminar in Comparative Education/(2-3).On Demand.

A comparative study of post-compulsory institutions in other countries. Emphasis on the governance, administrative, curricular and instructional issues, concerns, and processes as they relate to the

role of post-compulsory institutions. The study of an educational system is done in conjunction with seminars and visitations to educational institutions as well as travel throughout the countries under consideration, when possible.

HE 6600. Seminar in Legal Problems/(3).S.

Current legal issues and problems related to organization and administration of public and private educational institutions. (Same as LHE 6600.)

HE 6631. Teaching and Learning in Postsecondary Education/(3).S.

An in-depth study of learning concepts with implications for instructional models. Special emphasis is given to the process of structuring learning experiences.

HE 6650. Seminar in Postsecondary Education/(3).F.

To help students integrate their personal and professional development. Particular attention is given to supporting them in developing the capacity to engage in reflective practice and to understand the connections between individual development and organizational development.

HE 6840. College Personnel Administration/(3).S.

A historical and contemporary analysis of personnel administration of institutions of higher education in the United States will be analyzed. Specific topics such as tenure, grievances, evaluation, and recruitment, will be discussed as well as significant human resource legislation.

HE 6850. General Education and the Liberal Arts in Higher Education/(3).On Demand.

The purpose is to help the student develop an understanding of the concepts of the liberal arts and general education in higher education, a knowledge of their historical development in America, and an acquaintance with the current state of these programs in American Higher Education.

HE 6861. American Higher Education/(3).F;S.

This course will explore dynamics of American higher education through an examination of governance agencies, regulatory institutions, intergovernmental processes, public policies and socioeconomic issues that impact American higher education. The primary focus is on contemporary higher education in the United States and the culture of Western higher education.

HE 6900. Higher Education Internship/Field Study/(2-8).On Demand.

Supervised experiences of teaching and/or administration under the direction of competent personnel, or study of problems in postsecondary educational institutions or other appropriate agencies. Graded on an S/U basis for Ed.S. degree students.

HE 6999. Education Specialist Thesis/(2-4).F;S.

Graded on an S/U basis.

LEADERSHIP AND HIGHER EDUCATION (LHE)

LHE 5010. Public School Administration/(3).F.

An introductory study of basic structure, organization, and philosophical theories and administration of public schools of the U.S.

LHE 5030. The Principalship/(3).F;S.

The purpose of this course is to help students better understand the functions and purposes of the principalship. Theories, principles, and practices applicable to the organizational components of schools will be emphasized.

LHE 5070. School-Based Evaluation/(3).S.On Demand.

This course is designed to help prospective school administrators learn the central role of assessment and evaluation as a part of their general leadership responsibilities in schools. The demands for school-based accountability coupled with the continuing need to justify allocation of resources make this course particularly important. Students will learn how to use evaluation as a tool to facilitate planning, decision-making, and allocation of scarce resources.

LHE 5180. Fiscal Operations and Resource Management/(3).F.On Demand.

This course is designed for entry-level school administrators at the school building level. It will provide an intense study of fiscal operations and management, maintenance and property control, and emergency planning at the building level. Emphasis will be placed on planning for emergencies and the development of staff utilization plans at the building level.

LHE 5250. Conflict Management in Educational Administration/(3).S.

Sources of conflict for the administrator are analyzed including communications and professional negotiations. Emphasis is placed on basic problem solving techniques. (Same as HE 5250.)

LHE 5300. Community Education and the Public School Administrator/(2).On Demand.

Designed to familiarize the student with the variety of models of community education and community schools together with the underlying philosophy of each. Particular emphasis will be placed on the administration of community education from the point of view of the public school administrator.

LHE 5400. Guiding and Developing Human Resources in Schools/(3).S.On Demand.

This course is designed for entry-level school leaders, particularly the K-12 schools and certain post-secondary settings. The course will focus on the thinking and activities site-based leaders and managers bring to human resource development in K-12 schools and other educational settings. Emphasis will be placed on the administrator's role, at the building level, in human resources development.

LHE 5500. Independent Study/(1-4).On Demand.

Subject matter may vary depending on student interest and need. A student may enroll more than once provided the content does not duplicate that of the previous course.

LHE 5530-5549. Selected Topics/(1-4).On Demand.

LHE 5585. Teacher Leadership and School Improvement/(3).F;S.

This course is designed to help teachers develop an understanding of and skill in assuming leadership roles and responsibilities in their schools. Those aspects of school leadership seen as most appropriate and potentially beneficial for teacher involvement will be emphasized. Particular attention is paid to the relationships among teacher leadership, school improvement, and site-based accountability. Students will have the opportunity to acquire knowledge and skills and formulate their own approaches through both university-based classroom and site-based clinical activities. Activities such as participant- observations, shadow-studies classroom-action research, problem-based learning, case studies, survey research, and qualitative research studies can be included. Students will be expected to present tangible evidence that represents, authentically, their professional growth. (Same as CI 5585.)

LHE 5600. School Law/(3).F.

A study of the fundamental principles underlying the relationship of the state to education and the laws which are applicable to practical problems of school organization and administration.

LHE 5700. Educational Leadership/(2-3).F.

A study of the process of leadership with activities designed to improve skill in planning, decision making, organizing, communicating, and evaluating. Research on leadership and the processes of implementing change will be analyzed. (Same as HE 5700.)

LHE 5800. Critical Inquiry and Thought in Educational Leadership/(3).F;S.On Demand.

This course is designed as a culminating course for the Master of School Administration program. The course examines current issues and problems that impact school administration. Emphasis is focused on administrative tasks, roles, and functions of educational leaders in schools. The course includes an in-depth review of contemporary trends that change or influence educational administration and governance.

LHE 5810. Planning Educational Programs/(3).F.

The principles and processes involved in programming, including basic theories and concepts supporting the programming process for adult clientele. Consideration will be given to determining needs for specific training in a community and developing programs appropriate to meet those needs. (Same as HE 5810.)

LHE 5820. Theory and Development in Educational Organizations/(3).F.On Demand.

The purpose of this course is to inform students in educational leadership of the nature of organizations and ways in which educational organizations maintain themselves. During the course, it will be emphasized that organizational theory and development are eventually about how people grow and develop relationships. The course is designed to bring educational leadership and organizational thinking into a common framework. Students will have the opportunity to examine their own assumptions about organizations, to engage in the study of organizational culture, and to study how organizations form as they do.

LHE 5850. Politics and Public Policy Analysis for Educational Leadership/(3).On Demand.

Designed to give students a comprehensive view of the transformation of educational problems into policy and the bureaucratic duties of public education administrators. Equip educational leaders with knowledge of policy theory, development, implementation and analysis necessary in the management of public educational institutions and agencies.

LHE 5870. The School Administrator in Contemporary Society/(3).On Demand.

This course is designed to study the school administrator's role in the context of contemporary society. Particular emphasis is placed on: the interrelationships that exist among institutions within a community, the changing attitudes of groups, of individuals, the traditional family, and educational agencies. The course is intended to provide the student with an appreciation of the current and possible function of schools.

LHE 5900. School Administration and Supervision Internship/Field Study/(1-9).F;S.

Supervised experiences of leadership and management under the direction of competent personnel, or study of problems in public schools, public school systems, or other appropriate agencies. Graded on an S/U basis for MA/MSA degree students.

LHE 5989. Graduate Research/(1-9).F;S.

This course is designed to provide access to University facilities for continuing graduate research at the master's and specialist's levels. Graded on an S/U basis. LHE 5989 does not count toward a degree.

LHE 5999. Thesis/(2-4).F;S.

Graded on an S/U basis.

LHE 6050. Seminar in School Supervision/(2).On Demand.

A course for students preparing for positions as general county or city school supervisors. Includes methods of evaluating staff and the planning of staff development programs for the improvement of instruction.

LHE 6180. School Finance/(3).F.

A study of the principles which contribute to an understanding of public school finance. Emphasis is placed on budget making, fiscal management, and business operations.

LHE 6300. Personnel Administration in Education/(3).S.

This course will provide the student with a broad array of tools for administering the human resources in a school or school system. Particular attention will be paid to issues such as tenure, grievances, evaluation, interviewing, and recruitment. Appropriate statutory law will be examined.

LHE 6400. Administering Change in Education/(3).F;S.

This seminar course is designed to assist school leaders in the process of leading and managing change in educational organizations. The content is appropriate for any practicing or aspiring educational leader who will face the dynamics of changing educational settings. The course will provide both conceptual and practical models for managing the change process. A primary focus will be placed on educational and instructional leadership.

LHE 6491. Educational Facilities/(3).S.

Planning the modern school plant, design and nature of functional educational facilities, personnel involvement, maintenance, determining the needs of the community, factors in the selection of sites, architectural and contractual services.

LHE 6500. Independent Study/(1-4).On Demand.

Subject matter may vary depending on student interest and need. A student may enroll more than once provided the content does not duplicate that of the previous course.

LHE 6530-6549. Selected Topics/(1-4).On Demand.

Topics considered may include the following: Seminar in Educational Leadership; and Seminar in College Administration, etc.

LHE 6600. Seminar in Legal Problems/(3).S.

Current legal issues and problems related to organization and administration of public and private educational institutions. (Same as HE 6600.)

LHE 6700. Politics in Administration/(3).F.

Politics in Administration will focus on those less obvious processes that accompany the decision-making process. Particular attention will be paid to concepts such as power brokering, interdependence of agencies, and agency politics.

LHE 6900. School Administration and Supervision Internship/Field Study/(2-8).F;S.

Supervised experiences of leadership and management under the direction of competent personnel, or study of problems in public schools, public school systems, or other appropriate agencies. Graded on an S/U basis for Ed.S. degree students.

LHE 6999. Education Specialist Thesis/(2-4).F;S.

Graded on an S/U basis.

LIBRARY SCIENCE (LIB)**LIB 5010. Building Library and Media Center Collections/(3).F.On Demand.**

Concepts and practices related to the process of building and managing library media center collections in public library and school library media centers, including an examination of selection tools and collection development issues such as censorship and copyright.

LIB 5020. Information Sources and Services/(3).F.On Demand.

An examination and evaluation of library reference materials and other information sources, print, audiovisual and electronic, used in support of information and recreational needs of youth and adults. Information seeking patterns and reference services are included.

LIB 5030. Cataloging and Classification/(3).S.On Demand.

The organization of print and non-print information resources in libraries and media centers according to the standards of Dewey classification, MARC format, and Sears subject headings. Microcomputer and other technology applications are used extensively in the process.

LIB 5040. Management of the School Library Media Center/(3).F.On Demand.

Management theory and managerial functions are investigated and applied to the school library media center as it fulfills its mission of instructional support to the school's curriculum.

LIB 5045. Administration of the Public Library/(3).F.On Demand.

Administration, organization, legal basis, services, history, and financing of the public library. Explores the role of today's public library, staffing and supervision, evaluation of programs and personnel, facilities, library automation, public relations, middle management, the director's role, working with trustees, and the major issues involved in administering the modern public library.

LIB 5050. Information and Management Technology in Libraries and Educational Media Centers/(3).S.On Demand.

Examines the use and impact of library technology for administrative and instructional applications in libraries and media centers. Explores current and emerging technologies including computers, the Internet, digital video, electronic communication, interactive video, and multimedia, relating them to the instructional, bibliographic and administrative roles of the public librarian and the school library media specialist.

LIB 5080. The School Library Media Program/(3).S.On Demand.

Concepts and current practices related to the planning, implementing, and evaluating of a school media program as an integral part of a school curriculum, including its history and development.

LIB 5130. Government Publications/(3).On Demand.

Examination of the nature and scope of federal, state, local and international government publications with primary attention given to publications of the United States; basic reference materials; acquisition and organization of government publications. Prerequisite: LIB 5020.

LIB 5140. Electronic Research/(3).F.

Explores electronic reference and information sources in all available formats, including CD-ROM, DVD, and Internet databases available in schools and public libraries. Search engines, lesson plans, subject guides, online reference resources and web pathfinders are all explored through hands-on computer experience.

LIB 5150. Library Services to Youth/(3).F.On Demand.

This course presents the organizational structures found in public and other types of libraries to provide services to children and young adults, including the why, how, and by whom such services are provided. Emphasis is placed on the management responsibilities for assuring quality service to these clientele.

LIB 5155. Mystery Genre/(3).F;S.

In this course, the broad range of subgenres within mystery and detective fiction and non-fiction, from ghost stories and seasonal folklore, to true crime including children's picture books through classic and popular adult works is explored.

LIB 5160. Critical Evaluation of Library Media for Young Adults/(3).F;S.On Demand.

Focusing on materials for the adolescent, students investigate the full range of print and non-print media from perspectives of criticism, bibliographic access, and utilization in public library, school library and classroom settings. To stimulate both instructional and recreational use of media by adolescents, library media programs and services are surveyed and demonstrated.

LIB 5170. Storytelling/(3).On Demand.

An introduction to storytelling programs; experience in selecting, adapting, and presenting materials from the oral tradition and modern literary sources. Emphasis will be placed on the study of folklore and its adaptations for children.

LIB 5180. Multicultural Literature for Youth/(3).On Demand.

To introduce the nature of cultural pluralism and prejudice in American Society and to identify its elements in the literature and media for children. Media for children which best exemplifies each ethnic group will be discussed. Criteria for the evaluation of multicultural content in media will be presented. Ways in which to introduce multicultural content in library programs for children will also be examined.

LIB 5190. Critical Evaluation of Library Media for Children/(3).F.On Demand.

Focusing on materials for children, students investigate the full range of print and non-print media from perspectives of criticism, bibliographic access, and utilization in public library, school library and classroom settings. To stimulate both instructional and recreational use of media by children, library media programs and services are surveyed and demonstrated.

LIB 5200. History of Books and Libraries/(3).On Demand.

Survey of the development and forms of books and libraries from ancient times to the present.

LIB 5210. Information Technologies in Libraries/(3).On Demand.

An investigation of the recently emerged technologies and methods which have greatly changed the processes of acquisition and dissemination of information in libraries. Various technologies will be studied which include telecommunications, telefacsimile, cable, satellite, videotext, and microcomputers. Prerequisites: LIB 5020, LIB 5050, or permission of the instructor.

LIB 5220. Introduction to Information Science/(3).On Demand.

Survey of developments, basic concepts, and methodologies. Emphasis is on the basic theories and the structure and dynamics of information flow, the structure of literature and documents. Tools and techniques for organization of information will be studied. The relationship of information science to librarianship and other disciplines will be examined. Prerequisites: LIB 5020, LIB 5030, LIB 5050.

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LIB 5230. Information Storage and Retrieval in Libraries/(3).On Demand.

Presents concepts and theories of information storage and retrieval in the design, implementation, and evaluation of information systems. Various techniques of information processing in libraries and information centers are discussed. In-depth treatment of indexing languages and subject analysis. Prerequisites: LIB 5020, LIB 5030, LIB 5050, or permission of the instructor.

LIB 5260. Online Searching Through Telecommunications/(2).F.On Demand.

Introduction to accessing and searching electronic data bases. Search strategies and commands are discussed and practiced through classroom instructional programs such as Dialog. Coverage includes the different types of files and sources available.

LIB 5270. Instructional Role of the School Library-Media Specialist/(3).F.

This course combines theory and practice in exploring the many facets of the instructional role which can be and is played by the school library-media specialist in the teaching and learning process.

LIB 5400. Seminar/(3).S.

LIB 5500. Independent Study/(1-4).F;S.

LIB 5525. Product of Learning/(1-3).F;S.On Demand.

Graded on an S/U basis.

LIB 5530-5549. Selected Topics/(1-4).On Demand.

Subject matter may vary from term to term depending on student interest and need. A student may enroll more than once in a selected topics course provided that the content does not duplicate that of a previous course.

LIB 5900. Internship/Practicum/(1-6).F;S.

Planned and supervised observation and practice in an approved library or other information service agency. A 45-hour field experience for each semester hour of credit to be earned will be planned by the student in conjunction with the supervising librarian and the university supervisor. Placement is made only with advice and approval of the advisor. Graded on an S/U basis.

LIB 5989 Graduate Research/(1-9).F;S.

This course is designed to provide access to University facilities for continuing graduate research at the master's and specialist's levels. Graded on an S/U basis. LIB 5989 does not count toward a degree.

LIB 5999. Thesis/(2-4).F;S. Graded on an S/U basis.

LIB 6000. School Library-Media Center Issues and Trends Seminar/(1-3).On Demand.

A seminar which treats contemporary issues and trends relative to organization, procedures, program, personnel, interlibrary relationships, information access, finance, and newer technologies impinging upon school library-media centers.

LIB 6020. Advanced Reference: Sources and Services/(3).S.On Demand.

An advanced course designed to explore the various aspects of contemporary reference services provided by information professionals. Includes a survey of manual and computer reference sources and issues related to reference services. Some practical reference experience provided in a public or an academic library setting.

LIB 6100. District/Regional School Media Supervision/ (3).On Demand.

An exploration of the role of school library-media supervision at the district and regional level and the various functions performed by school library-media supervisors.

LIB 6500. Independent Study/(1-4).F;S.

LIB 6530-6549. Selected Topics/(1-4).On Demand.

LIB 6900. Internship/Practicum in Library Science/(3-6).F;S.

Planned and supervised practice and supervisory level projects in an approved district level media center office and/or at a state level regional service center. The professional projects and schedule will be planned in conjunction with the cooperating supervisor and the university supervisor. Placement is made only with the advice and approval of the student's advisor. Graded on an S/U basis. The course can be repeated for credit.

Department of Management

Stella E. Anderson, Chair and Associate Professor

Ph.D., Purdue University

Organizational Behavior

Robin T. Byerly, Associate Professor

Ph.D., The Florida State University

Business Policy and Social Responsibilities of Management

Betty S. Coffey, Associate Professor

Ph.D., University of Tennessee at Knoxville

Business Policy and Strategy

Joseph P. Daly, Professor

Ph.D., Northwestern University

Organizational Behavior

Jeremy B. Fox, Associate Professor

Ph.D., Virginia Polytechnic Institute and State University

Human Resource Management

Hugh D. Hindman, Professor

Ph.D., Ohio State University

Labor Relations, Human Resource Management

Jeffrey A. Krug, Associate Professor

Ph.D., Indiana University

Strategic and International Management

Richard W. Pouder, Associate Professor

Ph.D., University of Connecticut

Business Policy and Strategy

Lyle F. Schoenfeldt, Professor

Ph.D., Purdue University

Human Resource Management

Peter D. Villanova, Professor

Ph.D., Virginia Polytechnic Institute and State University

Human Resource Management

Jim Westerman, Associate Professor

Ph.D., University of Colorado, Boulder

Organizational Behavior and Human Resource Management

David R. Williams, Assistant Professor

Ph.D., University of Alabama at Birmingham

Health Care Management

The Department of Management offers course work at the graduate level in support of the Walker College of Business degree programs. Prerequisite to enrollment in a graduate course offered by the Department of Management is admission to a graduate program of study, admission to a graduate certificate program, or permission of the instructor and the departmental chair. In addition, enrollment in MBA courses requires permission of the MBA Program Director. A non-degree student must obtain permission from the Graduate School to enroll in 5000-level courses.

GRADUATE CERTIFICATE IN HUMAN RESOURCE MANAGEMENT

The Department of Management offers a graduate certificate in Human Resource Management (330A/52.1001). For more information, contact the Cratis D. Williams Graduate School at (828) 262-2130, or visit our website at www.graduate.appstate.edu.

The Department of Management also participates jointly with the Department of Psychology to offer an interdisciplinary Master of Arts degree in Industrial-Organizational Psychology & Human Resource Management (258A/42.0901).

MASTER OF ARTS IN INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY AND HUMAN RESOURCE MANAGEMENT

Major Code: 258A/42.0901

Prerequisites:

Baccalaureate degree from an accredited college or university.

General Psychology (3 s.h.)

Introduction to Statistics (3 s.h.)

Basic Criteria for Consideration:

Minimum requirement for admission:

(Undergraduate GPA X 400) + GRE-V + GRE-Q = 2100

Other Criteria for All Applicants:

Statement not exceeding two pages describing the applicant's academic and professional goals.

Resume or vita.

Three letters of recommendation.

Deadline:

1 March for Fall admission. No Spring admission.

Hours: 48 semester hours

General Psychology Core - Required Courses:

PSY 5020	Research Methods in Psychology	3
PSY 5030	Quantitative Methods in Psychology	3
PSY 5150	Pro-Seminar I: Learning and Cognition	3
PSY 5200	Pro-Seminar II: Social and Personality Psychology	3
SUBTOTAL HOURS		12

Functional Interdisciplinary Core - Required Courses:

MGT 5040	Employment Law	3
MGT 5160	Strategic Human Resource Management	3
PSY 5065/MGT 5065	Organizational Development	3
PSY 5660/MGT 5660	Staffing	3
PSY 5661/MGT 5661	Performance Management	3
PSY 5671/MGT 5671	Training and Development	3
PSY 5672/MGT 5672	Advanced Organizational Psychology	3
SUBTOTAL HOURS		21

Thesis or Internship Requirement:

THESIS OPTION: (6 s.h.)

PSY 5998	Thesis Proposal (3 s.h.)
PSY 5999	Thesis (3 s.h.)

OR

INTERNSHIP OPTION: (6 s.h.) Select one of the following:

MGT 5900	Internship (6 s.h.)
PSY 6900	Internship (6 s.h.)
SUBTOTAL HOURS	6

Electives:

Elective courses (5000 level or above)	9
SUBTOTAL HOURS	9
TOTAL HOURS	48

Thesis: Optional

Proficiency: Will be met by completion of PSY 5020.

Comprehensive: Each candidate will satisfactorily complete a comprehensive examination administered by the departmental advisor.

Product of Learning: None required

Capstone/Capstone Experience: Thesis or Internship

Seminar: None required

(For an explanation of the course prefixes used in the following list of courses, see the index.)

MANAGEMENT (MGT)

MGT 5040. Employment Law/(3).F.

An examination of regulation of employment relationships in statutory (state and federal), common, and administrative law. Topics will include regulation of hiring, compensation and benefits, termination, and workplace safety. Laws emphasized will include Title 7 of Civil Rights Act, Worker Compensation, Fair Labor Standards Act, and the Occupational Safety and Health Act.

MGT 5065. Organizational Development/(3).On Demand.

A study of the processes by which behavioral science knowledge and practices are used to help organizations achieve greater effectiveness. Emphasis on the nature, history, assumptions, strategies and models, intervention techniques, and ramifications of organizing development. (Same as PSY 5065.)

MGT 5150. Behavioral Applications in Business/(3).On Demand.

This course aims to give the student practice in applying concepts and techniques useful in solving managerial, organizational and human behavior problems. It will highlight current research and theoretical background in social sciences oriented to the solutions of business problems. Prerequisite: graduate standing.

MGT 5160. Strategic Human Resource Management/(3).S.

Designed as a capstone course in the interdisciplinary M.A. degree in Industrial- Organizational Psychology and Human Resource Management. A study of human resource policy and strategy and their application to the solution of strategic problems of the firm. Prerequisite: completion of 24 hours in an Appalachian graduate program.

MGT 5450. New Venture Management/(3).On Demand.

An examination of the requisites associated with successful development and implementation of innovative strategies and new ventures in both entrepreneurial and intrepreneurial environments. Among the factors to be considered are the feasibility, operational planning, funding, initiation, and follow-through of innovative ventures. Prerequisites: admission to the MBA Program; CIS 5280; FIN 5020.

MGT 5500. Independent Study/(1-4).F;S.

MGT 5530-5549. Selected Topics/(1-4).On Demand.

MGT 5570. Compensation and Human Resource Management Systems/(3).F;S.

This course presents practical tools, methods, and a systems perspective to help advance students' understanding of human resource management. The course covers compensation, ben-

efits and related human resource functions such as performance appraisal, job analysis and selection practices. Prerequisite: MGT 3620. [Dual-listed with MGT 4570.]

MGT 5620. Managing the Global Workforce/(3).On Demand. Focuses on the impact of global competition and multinational status of an organization on the management of human assets. Topics include organizational context; global expansion and HR planning; international recruitment, selection, and repatriation; compensation of expatriates; performance management; and HR issues in international joint ventures and alliances.

MGT 5630. Labor Relations/(3).F;S.

A study of labor-management relations with emphasis on management's relations with organized labor. Lecture, discussion and cases are used to study the reasons employees join unions, the laws that apply, and the process of working out a labor contract after it is negotiated. Prerequisite: MGT 3620 or permission of the instructor. [Dual-listed with MGT 4630.]

MGT 5660. Staffing/(3).F.

A study of techniques used in employee selection and placement. Emphasis is on job and task analysis and the application of psychology in recruitment, biographical data, interviewing, work samples, assessment centers, rating scales, and testing. (Same as PSY 5660.)

MGT 5661. Performance Management/(3).S.

The study of methods used to describe and measure work behavior. Specific attention is given to developing competencies in job analysis and performance management in order to facilitate the evaluation of employee contributions to organizational success. (Same as PSY 5661.)

MGT 5671. Training and Development/(3).On Demand.

A study of the roles, functions, and skills of human resource development professionals. Consideration given to such topics as the philosophy and psychology of HRD, the design and implementation of training and development programs, and the major program areas and organizational settings for HRD. (Same as PSY 5671.)

MGT 5672. Advanced Organizational Psychology/(3).On Demand.

An examination of theory and research focused on individual and social processes in organizations. Topics include organizational research methods, job attitudes, mood, work stress, motivation, leadership, work groups and teams, prosocial behaviors, organizational culture and climate, and organizational theory and structure. (Same as PSY 5672.)

MGT 5700. Contemporary Issues in Management and Leadership/(3).On Demand.

This course is designed to explore theories and practical applications of management and leadership in organizational settings. The major emphasis is on building the managerial and leadership skills necessary to diagnose and provide remedies for organizational level problems. Subjects covered include: management, leadership, strategic vision, organizational culture and values, motivation and empowerment, teams, leading diversity, and leading organizational change. Prerequisite: MGT 3630 or MGT 3010. [Dual-listed with MGT 4700.]

MGT 5730. Small Business Institute/(3).On Demand.

The Small Business Institute provides graduate students an op-

portunity to act in a consulting capacity, under faculty supervision, in an operating small business. The purpose is to provide an experiential learning opportunity generally not available in the classroom. Each student is assigned to a business and is responsible for determining the source of the problem being addressed, proposing alternative solutions, and estimating the costs and benefits associated with implementing the proposed solutions. Prerequisites: acceptance into the MBA Program or graduate standing and permission of the instructor.

MGT 5770. Social Responsibilities of Management/(3).F;S.

A study of the economic, legal, political, and social environment within which business process takes place; how such environment affects the decisions managers must make. Prerequisite: MGT 3630 or MGT 3010. [Dual-listed with MGT 4770.]

MGT 5900. Internship/(6).SS.

A full-time work experience for a minimum of ten weeks in a setting expected to provide meaningful and challenging exposure to issues of human resource management. Prerequisites: admission to candidacy in the interdisciplinary masters program in Industrial-Organizational Psychology and Human Resource Management, and permission of the internship coordinator. Graded on an S/U basis.

MGT 5989. Graduate Research/(1-9).F;S.

This course is designed to provide access to University facilities for continuing graduate research at the master's and specialist's levels. Graded on an S/U basis. MGT 5989 does not count toward a degree.

HEALTH CARE MANAGEMENT (HCM)

HCM 5530-5549. Selected Topics/(1-4).On Demand.

Prerequisite: HCM 3110 or permission of the instructor. [Dual-listed with HCM 4530-4549.]

HCM 5550. Health Care Policy/(3).On Demand.

This course will examine the process by which health care policy is proposed, formulated, implemented and modified. The political process and the role of constituencies to the health policy-making process will be examined. Specific examples of major health policy issues will be drawn from federal and state sectors and will focus on personnel, financing and health care program development. Specific critical policy issues will be examined through case studies. Prerequisite: HCM 3110 or permission of the instructor. [Dual-listed with HCM 4550.]

HCM 5560. Managed Care/(3).On Demand.

This course describes the basic concepts and incentives of risk as applied to health insurance. The principles of third party payment and health insurance in the form of managed care are explained in detail. The course emphasizes how health care managers interact with managed care organizations to include contract negotiations, utilization review and reimbursement management. Prerequisite: HCM 3110 or permission of the instructor. [Dual-listed with HCM 4560.]

HCM 5570. Health Care Financing/(3).F.

This course focuses on a variety of public and private third party mechanisms for financing health care services. A review shall be made of the various trends and constraints associated with each mechanism. Particular attention shall be paid to the role of private health insurance and government reimbursement mechanisms for health services. Prerequisites: HCM 3110, HCM 3130, FIN 3680,

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or permission of the instructor. [Dual-listed with HCM 4570.]

HCM 5910. Health Law/(3).On Demand.

This course is designed to provide students with a background in law as applied to health care organizations and health professionals. Particular emphasis is placed on the basis of liability of public and private hospitals, other health care service organizations, and health care personnel. Other topics include contracts, torts, duties, and administrative agency regulations unique to health care services organizations. Prerequisite: HCM 3110 or permission of the instructor. (Same as LAW 5910.) [Dual-listed with HCM 4910.]

HCM 5950. Seminar in Health Care Management/(3).F;S.

This is a capstone course that integrates all COB core and HCM course material through case and scenario analyses. The course will require students to apply concepts of accounting, financial management, marketing, business planning, operations management and strategic management specifically to the unique environmental, regulatory, legal, ethical and professional demands of the health care industry. Prerequisites: HCM 3110, HCM 3130; or permission of the instructor. [Dual-listed with HCM 4950.]

Department of Marketing

Unal O. Boya, Chair and Professor

Ph.D., The University of North Carolina at Chapel Hill
Marketing Research

Michael J. Dotson, Professor

D.B.A., Mississippi State University
Advertising Management

Lawrence L. Garber, Jr., Associate Professor

Ph.D., The University of North Carolina at Chapel Hill
Consumer Behavior

Bonnie S. Guy, Associate Professor

Ph.D., University of Nebraska-Lincoln
Marketing

Eva M. Hyatt, Associate Professor

Ph.D., University of South Carolina at Columbia
Consumer Behavior

James E. Stoddard, Associate Professor

Ph.D., Virginia Polytechnic Institute and State University
Sales and Sales Management

The Department of Marketing offers course work at the graduate level in support of the Walker College of Business degree programs. Prerequisite to enrollment in a graduate course offered by the Department of Marketing is admission to a graduate program of study, or permission of the instructor and the departmental chair. In addition, enrollment in MBA courses requires permission of the MBA Program Director. A non-degree student must obtain permission from the Graduate School to enroll in 5000-level courses.

(For an explanation of the course prefixes used in the following list of courses, see the index.)

MARKETING (MKT)

MKT 5045. Marketing Research and Information Systems/(3).S.
An examination of the techniques and procedures involved in the collection, processing, analysis and organization of marketing information both in the U.S. and abroad. Emphasis is placed on how information is stored, disseminated, and used in order that the firm can formulate marketing strategies and develop marketing plans. An ethical perspective will be stressed. Prerequisites: admission to the MBA Program in the Walker College of Business; MBA 5420; CIS 5280; FIN 5020.

MKT 5500. Independent Study/(1-4).F;S.
[Dual-listed with MKT 4500.]

MKT 5530-5549. Selected Topics/(1-4).On Demand.

MKT 5550. International Marketing/(3).F;S.

An analysis of cultural, legal, political, and economic factors affecting marketing in world markets. Emphasis is placed upon the differ-

ences in life styles, beliefs, attitudes, behaviors, and their influence upon the marketing decisions of the foreign firm. Prerequisite: MKT 3050 with a minimum grade of "C" (2.0). [Dual-listed with MKT 4550.]

MKT 5610. Consumer Behavior/(3).F;S.

An examination of the psychological, sociological, and economic theories of buyer behavior. This is followed by analysis of the major current and classical empirical research studies designed to test the different theories of buyer behavior. Prerequisite: MKT 3050 with a minimum grade of "C" (2.0). [Dual-listed with MKT 4610.]

MKT 5989. Graduate Research/(1-9).F;S.

This course is designed to provide access to University facilities for continuing graduate research at the master's and specialist's levels. Graded on an S/U basis. MKT 5989 does not count toward a degree.

Department of Mathematical Sciences

William C. Bauldry, Chair and Professor
Ph.D., The Ohio State University
Approximation Theory, Computer Algebra

Deborah A. Crocker, Associate Professor
Ph.D., The Ohio State University
Mathematics Education, Uses of Technology

Brian H. Felkel, Assistant Professor
Ph.D., Florida State University
Fourier Analysis

Mark C. Ginn, Associate Professor
Ph.D., Emory University
Graph Theory

Sarah J. Greenwald, Associate Professor
Ph.D., University of Pennsylvania
Geometry

Holly P. Hirst, Professor; and Interim Associate Dean in the Cratis D. Williams Graduate School
Ph.D., The Pennsylvania State University
Numerical Analysis and Optimization Theory, Math Modeling

Jeffry L. Hirst, Professor
Ph.D., The Pennsylvania State University
Mathematical Logic

Gary D. Kader, Professor
Ph.D., University of Georgia
Statistics Education

Anita N. Kitchen, Professor
Ed.D., University of North Carolina at Greensboro
The Linking of Cognitive Psychology to the Teaching of Mathematics

Richard E. Klima, Assistant Professor
Ph.D., North Carolina State University
Algebraic Cryptography

Witold A.J. Kosmala, Professor
Ph.D., University of South Florida
Oscillation Theory in Ordinary Differential Equations

Betty B. Long, Professor
Ed.D., University of Tennessee at Knoxville
Mathematics Curriculum Development

Eric S. Marland, Assistant Professor
Ph.D., University of Utah
Applied Mathematics and Theoretical Biology

Katrina M. Palmer, Assistant Professor
Ph.D., Emory University
Numerical Linear Algebra and Image Restoration

Rene' A. Salinas, Assistant Professor
Ph.D., University of Tennessee at Knoxville
Mathematical Ecology

Tracie M. Salinas, Assistant Professor
Ph.D., University of Tennessee at Knoxville
Mathematics Education-Rural Education

Jose Almer T. Sanqui, Assistant Professor
Ph.D., Bowling Green State University
Statistics, Skew-Normal and Related Distributions

Jill Thomley, Assistant Professor
Ph.D., Rensselaer, Harvard University
Statistics Education and Applied Statistics

Robert G. Wenta, Assistant Professor
Ed.D., Indiana University, Bloomington
Teacher Confidence/Efficacy

Vicky L. Williams, Assistant Professor
Ph.D., North Carolina State University
Lie Algebra

The Department of Mathematical Sciences offers graduate programs which are designed to prepare graduates for careers in teaching at the secondary and community college level, as well as preparation for further study at the Ph.D. level.

Programs emphasize broad training in the mathematical sciences with work in statistics, computing, and applied mathematics in addition to core mathematics.

The following degree programs are offered:

(1) Master of Arts in Mathematics (Major Code: 264*/27.0101), with a concentration in College Teaching (264B).

(2) Master of Arts in Mathematics, Education (Major Code: 263*/13.1311), with a concentration in Secondary School Teaching (263S)[T].

MASTER OF ARTS IN MATHEMATICS

Major Code: 264*/27.0101

Concentration: College Teaching (264B)

Prerequisites:

Baccalaureate degree in mathematics or a related field from an accredited college or university.

Undergraduate course work in statistics, linear algebra, differential equations and analysis. In extenuating circumstances, an applicant may obtain permission to remove deficiencies in course work after entering the graduate program.

Basic Criteria for Consideration:

(Undergraduate GPA X 400) + GRE Verbal + GRE Quantitative = 2000

Other Criteria for All Applicants:

Three recommendations.

Deadline:

1 July for Fall/ 1 November for Spring/ 1 April for Summer

Hours: 36 semester hours**Required Courses:**

MAT	5415	Seminar in the Pedagogy of Mathematics	1+1+1=3
		(3 semesters at 1 s.h. each)	
MAT	5420	Teaching Apprenticeship	1+1+1=3
		(3 semesters at 1 s.h. each)	
MAT	5610	Analysis I	3
MAT	5620	Analysis II	3
STT	5860	Probability Models and Statistical Inference I	3
STT	5865	Statistical Inference II	3
		SUBTOTAL HOURS	18

Related Coursework:

Choose two from the following courses.

MAT	5125	History of Mathematics	3
MAT	5230	Linear Algebra	3
MAT	5330	Mathematical Models	3
MAT	5370	Advanced Differential Equations	3
		SUBTOTAL HOURS	6

Electives:

(6 additional hours, 5000 level or above, in mathematical sciences) Students may, with permission take up to 3 hours (5000 level or above) outside of mathematical sciences. For students interested in pursuing careers in teaching at the college level, one of the following is recommended: HE 5420, HE 5440, HE 5630, or HE 6090.

SUBTOTAL HOURS **6****Capstone Component:** Choose one of the following 6 s.h. options.

HE and MAT	5900	Higher Education Internship/Field Study (3 s.h.)
	5525	Product of Learning (3 s.h.)

OR

MAT and	5525	Product of Learning (3 s.h.)
3 additional hours in mathematical sciences (5000 level or above)		

OR

MAT	5999	Thesis (6 s.h.)
		SUBTOTAL HOURS
		36

Thesis: Optional part of capstone**Proficiency:** Demonstrated proficiency in the use of technology, subject to the approval of the academic graduate committee in the Department of Mathematical Sciences.**Comprehensive:** Written and oral examinations are required.**Product of Learning:** Required**Capstone/Capstone Experience:** Product of Learning, Thesis, or Internship required**Seminar:** MAT 5415 must be taken three times.**NOTE:** During the first semester of course work, the candidate will meet with the Graduate Advisory Committee to design a program of study. Any subsequent changes in the program are made with the counsel and the approval of this committee.**MASTER OF ARTS IN MATHEMATICS, EDUCATION+****Major Code:** 263*/13.1311**Concentration:** Secondary School Teaching (263S)[T]

Prerequisites:

Baccalaureate degree in mathematics or a related field from an accredited college or university.

Undergraduate course work in linear algebra, geometry, and either probability or statistics, as well as a sequence of courses in calculus. In extenuating circumstances, an applicant may obtain permission to remove deficiencies in course work after entering the graduate program.

North Carolina "A" license or the equivalent from another state.

Basic Criteria for Consideration:

(Undergraduate GPA X 400) + GRE Verbal + GRE Quantitative = 2000

Other Criteria for All Applicants:

Three recommendations.

Deadline:

1 July for Fall/ 1 November for Spring/ 1 April for Summer

Hours: 36 semester hours

+Advanced Licensure: Requirements for this degree were designed, and have been approved by the appropriate bodies at the state level, to meet the advanced competencies as mandated in the North Carolina Excellent Schools Act for Master-level teacher education programs.

Required Core Courses:

CI 5045/SPE 5045	Advanced Topics in Diversity	3
CI 5585/LHE 5585	Teacher Leadership and School Improvement	3
MAT 5525	Product of Learning	1-3
MAT 5910	Investigation in the Teaching of Mathematics	2
MAT 5920	Linear Algebra for Teachers	4
MAT 5930	Analysis for Teachers	4
MAT 5950	Mathematical Modeling-Analytical Models	2
MAT 5951	Mathematical Modeling-Empirical Models	2
SUBTOTAL HOURS		21-23

Electives (5000 level or above): (13-15 s.h. required)

Elective courses must be approved by the Graduate Advisory Committee.

This list contains suggested mathematical sciences electives, however, students are not limited to these choices. Up to 3 s.h. of 5000 level coursework in education may be included.

MAT 5941	Technology for Secondary School Mathematics (3 s.h.)
MAT 5952	Problem Solving (3 s.h.)
MAT 5970	Number Theory Concepts (3 s.h.)
MAT 5980	Special Topics in Mathematics Education (1-3 s.h.)
SUBTOTAL HOURS	
TOTAL HOURS	

Thesis: An optional part of Product of Learning

Proficiency: None required

Comprehensive: Written and oral examinations are required.

Product of Learning: Required

Capstone/Capstone Experience: Product of Learning

Seminar: None required

NOTE: During the first semester of course work, the candidate will meet with the Graduate Advisory Committee to design a program of study. Any subsequent changes in the program are made with the counsel and the approval of this committee.

(For an explanation of the course prefixes used in the following list of courses, see the index.)

MATHEMATICS (MAT)**MAT 5125. History of Mathematics/(3).On Demand.**

The history and development of mathematical thought and theory from ancient to modern times, with particular attention to the his-

tory of geometry, algebra, calculus, differential equations, linear algebra, and statistics, and to the persons who made significant contributions to these areas of mathematics.

MAT 5160. Complex Variables/(3).On Demand.

An introduction to the study of complex variables to include such topics as line integrals, the Cauchy theorem, the Cauchy integral formula, Morera's theorem, and the Laurent series.

MAT 5210. Abstract Algebra/(3).F.

A study of group theory including quotient groups, the fundamental theorem of finite Abelian groups, and the Sylow theorems. Includes an introduction to rings with emphasis on Euclidean rings and other principal ideal domains. Prerequisite: MAT 3110 (Modern Algebra) or permission of the instructor. [Dual-listed with MAT 4720.]

MAT 5220. Ring Theory/(3).On Demand.

A study of rings including Euclidean and polynomial rings. Modules on Euclidean rings will be emphasized. Included will be an introduction to fields and field extensions. Prerequisite: MAT 5210 or permission of the instructor.

MAT 5230. Linear Algebra/(3).F.

A study of finite dimensional vector spaces. Among the topics covered are matrices, linear transformations, change of basis, eigenvalues, canonical forms, quadratic forms and quasi-inverses. Prerequisite: MAT 2240 (Linear Algebra) or MAT 3110 (Modern Algebra).

MAT 5310. Numerical Analysis with Computer Applications/(3).On Demand.

A study of methods of solving systems of linear and non-linear equations, differential equations and numerical integrations with emphasis on convergence properties and error analysis. Prerequisites: MAT 3220 (Real Variables), and CS 1440 (Computer Programming). Corequisite: MAT 5610. (Same as CS 5310.)

MAT 5330. Mathematical Models/(3).S.Odd-numbered years.

A problems oriented course. The student uses mathematics to model a number of different situations. Among the tools used will be statistics, linear programming, differential equations, and computer simulation. Prerequisites: CS 1440 (Computer Programming) and background in at least two of the utilized tools.

MAT 5340. Introduction to Operations Research/(3).On Demand.

A thorough study of linear programming including duality theory and sensitivity analysis. At least two other topics related to mathematical applications in the management sciences queuing theory, Markov processes, game theory, decision analysis, network analysis, etc. will be covered. Prerequisites: MAT 2240 (Linear Algebra) and either STT 3850 (Probability and Statistics) or STT 4250 (Probability Modeling with Applications). [Dual-listed with MAT 4340.]

MAT 5360. Methods of Applied Mathematics/(3).F.On Demand.

The content may vary depending on the instructor. Suggested topics are: Fourier series; Sturm-Liouville problems; special functions and transforms; partial differential and nonlinear differential equations with applications; numerical methods. Prerequisites: MAT 3130 (Differential Equations) with MAT 3220 (Real Variables) recommended. Knowledge of computers might be helpful. [Dual-listed with MAT 4560.]

MAT 5370. Advanced Differential Equations/(3).F.Even-numbered years.

Usual topics include: power series solutions; special functions; methods and theory of systems; existence and uniqueness theorems and continuations of solutions; Sturm theory; nonlinear differential equations; numerical methods. Prerequisites: MAT 2240 (Linear Algebra), MAT 3130 (Differential Equations), with MAT 3220 (Real Variables) recommended. [Dual-listed with MAT 4570.]

MAT 5380. Partial Differential Equations/(3).On Demand

Topics include: classification and properties of elliptic, hyperbolic, and parabolic equations; separation of variables; Laplace and Fourier transforms; initial and boundary value problems; eigenfunction expansions; solution of Laplace, wave and heat equations; and solitons. Prerequisite: MAT 3130 (Differential Equations). MAT 3220 (Real Variables) recommended. [Dual-listed with MAT 4580.]

MAT 5390. Numerical Linear Algebra/(3).S.On Demand.

Methods for solving systems of linear equations with an emphasis on large, sparse systems. LU factorization including storage schemes, graph theory, ordering algorithms, and block factorization. Iterative methods including Jacobi, SOR, and conjugate gradient. Eigenvalue methods including power method, QR factorization, and Lanczos methods. Parallel matrix computations. Prerequisite: MAT 4310 (Numerical Methods). (Same as CS 5990). [Dual-listed with MAT 4990.]

MAT 5415. Seminar in the Pedagogy of Mathematics/(1).F,S;

Topics from mathematics and pedagogy are examined, such as research methods, recent advances in mathematics, alternative learning styles, teaching developmental and adult students, and teaching with technology. Students will share their experiences from the corequisite teaching apprenticeship. This course may be repeated for a total credit of three semester hours. Corequisite: MAT 5420, Teaching Apprenticeship.

MAT 5420. Teaching Apprenticeship/(1).F,S.

This course provides a supervised experience in college teaching through direct participation in a classroom situation. Each student will work closely with a faculty mentor teaching an undergraduate course and will be actively engaged in the development of activities and assignments. Students will share their experiences in the corequisite seminar. This course may be repeated for a total credit of three semester hours. Corequisite: MAT 5415, Seminar in the Pedagogy of Mathematics.

MAT 5500. Independent Study/(1-3).F,S.

Prerequisite: 12 hours of graduate mathematics.

MAT 5525. Product of Learning/(1-3).F,S.On Demand.

Graded on an S/U basis.

MAT 5530-5549. Selected Topics/(1-4).On Demand.**MAT 5610. Analysis I/(3).F.**

A rigorous treatment of sequences, series, basic topology, continuity, and differentiation. Prerequisite: MAT 4220 (Real Analysis) or permission of the instructor.

MAT 5620. Analysis II/(3).S.

A continuation of MAT 5610, including a rigorous development of the Riemann-Stieltjes integral, sequences and series of functions, functions of several variables, and Lebesgue theory. Prerequisite: MAT 5610 or permission of the instructor.

MAT 5710. Introduction to Topology/(3).F.

A study of the basic concepts of general topological space including such topics as compactness, connectedness, product spaces, metric spaces, and continuous functions. Prerequisite: MAT 3110 (Modern Algebra). [Dual-listed with MAT 4710.]

MAT 5720. Topology/(3).On Demand.

A study of topology to include such topics as general product spaces, complete metric spaces, compactifications, embedding, metrization theorems, and quotient spaces. Prerequisite: MAT 5710.

MAT 5910. Investigation in the Teaching of Mathematics/(2).SS.
An examination of recent research and experimental programs in the teaching of secondary school mathematics. Students are encouraged to write experimental designs for potential research problems. Prerequisite: undergraduate mathematics major or permission of the instructor.

MAT 5920. Linear Algebra for Teachers/(4).SS.Odd-numbered years.

Elementary concepts of linear algebra extending to a rigorous level of algebraic proof are studied. Prerequisite: undergraduate major in mathematics.

MAT 5930. Analysis for Teachers/(4).SS.Even-numbered years.

This course is a rigorous study of elementary calculus extending to a treatment of fundamental concepts of analysis involving functions of a real variable. Prerequisite: undergraduate major in mathematics.

MAT 5935. Basic Concepts of Probability and Statistics/(3).On Demand.

This course examines the concepts underlying the elementary and middle school curriculum in probability and statistics. Probability models will be studied using both mathematical approaches and simulations. Statistics will be presented as a problem solving process involving question formulation, data collection, data analysis and the interpretation of results. Prerequisite: MAT 3910 or MAT 3920 (Logic and Structure of Math) or permission of the instructor. [Dual-listed with MAT 4930.]

MAT 5941. Technology for Secondary School Mathematics/(3).On Demand.

The use of current computer and calculator technology in various mathematics content areas will be studied. Technology use in these areas will involve problem solving, exploring patterns, experimentation, conjecturing and generalization of findings. Appropriate use of technology will be stressed. Prerequisite: undergraduate major in mathematics, or permission of the instructor.

MAT 5950. Mathematical Modeling-Analytical Models/(2).On Demand.

This course is an introduction to the mathematical modeling of phenomena from business and science with an emphasis on analytical models. Topics to be covered include the modeling process, modeling using functions and differential equations, linear programming, optimization, population growth, discrete versus continuous models. The course will be project-based, with both team and individual written and oral presentations an integral part of the grading scheme. Prerequisites: knowledge of college algebra, calculus and linear algebra.

MAT 5951. Mathematical Modeling-Empirical Models/(2).On Demand.

This course is an introduction to the mathematical modeling of phenomena from business and science with an emphasis on empirical and stochastic models. Topics covered in this course include the modeling process, modeling using data, regression, curve fitting, probability and simulation, population growth, Markov chains. The course will be project-based, with both team and individual written and oral presentations as an integral part of the grading scheme. Prerequisites: knowledge of college algebra, calculus and linear algebra.

MAT 5952. Problem Solving/(3).On Demand.

Problem solving is the focus of this course. There is an emphasis on building new mathematical knowledge through work with problems and applying a wide variety of strategies to solve problems and adapt

the strategies to new situations. Problems may be drawn from algebra, geometry, number theory, calculus, probability and statistics. Prerequisites: knowledge in all the areas from which the problems will be drawn.

MAT 5961. Foundations of Geometry/(2).SS.

A treatment of projective geometry including both the synthetic and the analytic approach. Also to be considered is a study of the relation of Euclidean, affine and hyperbolic geometries to projective geometry. Prerequisites: MAT 2240 (Linear Algebra) and MAT 3610 (Geometry). [Dual-listed with MAT 4610.]

MAT 5965. Informal Geometry/(3).F.

An informal treatment of all aspects of geometry. The topics considered include congruence, measure of segments and angles, constructions, parallels and parallelograms, similarity, space geometry, areas and volumes, and measurements related to circles. Prerequisite: MAT 3910 or MAT 3920 (Logic and structure of Math) or permission of the instructor. [Dual-listed with MAT 4910.]

MAT 5970. Number Theory Concepts/(3).SS.

Designed primarily for secondary teachers, this course is a study of the traditional number theory concepts and theorems with special attention to those of significance to the high school curriculum. Emphasis will be on the historical as well as the theoretical development of the subject. Prerequisites: undergraduate major in mathematics; MAT 3250, or permission of the instructor.

MAT 5980. Special Topics in Mathematics Education/(1-3).F;S.

A flexible program of reading, study, planning, and writing designed to meet the needs of individual teachers or groups of teachers in the field of secondary school mathematics. Prerequisite: Undergraduate major in mathematics and recommendation of graduate advisor. May be taken up to a total of fifteen semester hours.

MAT 5989. Graduate Research/(1-9).F;S.

This course is designed to provide access to University facilities for continuing graduate research at the master's and specialist's levels. Graded on an S/U basis. MAT 5989 does not count toward a degree.

MAT 5999. Thesis/(1-6).F;S.

Graded on an S/U basis.

STATISTICS (STT)

STT 5530-5549. Selected Topics/(1-4).On Demand.

STT 5820. Design and Analysis of Experiments/(3).F.Odd-numbered years.

The course begins with a review of sampling, sampling distributions, and simple comparative experiments. Single factor experiments with both fixed and random effects are considered. Designs illustrated include randomized blocks, latin squares and factorial experiments. Mixed models and rules for expected mean square are presented. Model adequacy, sample size considerations, power determinations and restrictions on randomization procedures are discussed. The use of statistical software packages is integrated throughout the course. Prerequisite: STT 3820 (Statistical Methods), or permission of the instructor. [Dual-listed with STT 4820.]

STT 5830. Linear Regression Models/(3).F.

An introduction to least squares estimation in simple and multiple regression models. The matrix approach is used in the more general multiple regression model. Considerable attention is given to the analysis of variance, aptness of the model tests, residual analysis, the effects of multicollinearity, and variable selection procedures. Prerequisites: MAT 2240 and STT 3830 or equivalent. [Dual-listed with STT 4830.]

STT 5860. Probability Models and Statistical Inference I/(3).F.

A development of the mathematical foundations of probability and statistical inference. Topics include data collection and organization, counting techniques, axiomatic probability, discrete probability distributions, continuous probability distributions, sampling distributions, point and interval estimation, and tests of hypotheses on a single parameter. Prerequisite: MAT 2130. [Dual-listed with STT 4860.]

STT 5865. Statistical Inference II/(3).S.

A continuation in the development of the mathematical foundations of statistical inference. Topics include estimation and tests of hypotheses based on two samples, analysis of variance, simple linear regression and correlation, the analysis of categorical data, and distribution-free procedures. Prerequisite: STT 5860. [Dual-listed with STT 4865.]

The Mariam Cannon Hayes School of Music

William G. Harbinson, Dean of the Hayes School of Music and Professor
Ph.D., Florida State University
Music Theory

Joseph L. Amaya, Professor
D.M., Florida State University
Voice

Nancy E. Bargerstock, Assistant Professor
D.M.A., University of North Carolina at Greensboro
Violin and Viola

Jon P. Beebe, Professor
D.M.A., University of Wisconsin-Madison
Bassoon, Music Theory

Alicia M. Chapman, Adjunct Instructor
D.M.A., Mannes College of Music
Oboe

Robert J. Falvo, Associate Professor
D.M.A., Manhattan School of Music
Percussion

Gabriel Fankhauser, Assistant Professor
Ph.D., Florida State University
Music Theory

Stephen M. Hopkins, Professor
D.M.A., The University of Texas, Austin
Choral Music

Jay C. Jackson, Associate Dean of the Hayes School of Music and Professor
D.M.A., The University of Kansas
Instrumental Conducting

Douglas G. James, Associate Professor
D.M.A., University of Arizona, Tucson
Guitar

William L. Jones, Jr., Assistant Professor
D.M.A., University of Kentucky
Trumpet

Kenneth P. Lurie, Professor
D.M.A., Eastman School of Music
Cello, Music Theory

Victor N. Mansure, Associate Professor
D.M.A., The University of Oregon
Music History

Cathy H. McKinney, Professor
Ph.D., University of Miami
Music Therapy

Harold V. McKinney, Professor
D.A., University of Northern Colorado
Philosophy of Music, Trombone

Scott R. Meister, Professor
D.M.A., University of Miami
Electronic Music, Music Theory

Douglas E. Miller, Professor
Ed.D., University of North Carolina at Greensboro
Clarinet

Julia A. Pedigo, Professor
A.M.D., The University of Michigan
Voice Performance

Rodney T. Reynerson, Professor
D.M., Indiana University
Piano

Sarah Elizabeth Rose, Associate Professor
Ph.D., University of North Carolina at Greensboro
Music Education

Laurie R. Semmes, Assistant Professor
Ph.D., Florida State University Ethnomusicology

Bair D. Shagdaron, Assistant Professor
Ph.D., Moscow State
Tchaikovsky Conservatory Piano

Scott C. Tobias, Assistant Professor
D.M.A., University of Georgia
Band Conducting

The Hayes School of Music offers the following graduate degree programs:

- (1) Master of Music in Music Education (Major Code: 559*/13.1312) [T], with three concentrations for those students who desire a course of study in music teaching leading to Advanced licensure:
 - (a) Band Directing (559D)[T]
 - (b) Choral Directing (559E)[T]
 - (c) General Music (559B)[T]
- (2) Master of Music in Performance (Major Code: 558*/50.0903), with a concentration in Music Composition (558Z), and the following Performance concentrations: Performance/Bassoon (558B), Performance/Cello (558C), Performance/Clarinet (558D), Performance/Euphonium (558Y), Performance/Flute (558E), Performance/French Horn (558F), Performance/Guitar (558G), Performance/Harp (558H), Performance/Oboe (558I), Performance/Organ (558K), Performance/Percussion (558L), Performance/Piano (558M), Performance/Saxophone (558N), Performance/String Bass (558O), Performance/Trombone (558P), Performance/Trumpet (558Q), Performance/Tuba (558R), Performance/Viola (558T), Performance/Violin (558U), and Performance/Voice (558V)
- (3) Master of Music Therapy (Major Code: 560A/51.2305)

MASTER OF MUSIC IN MUSIC EDUCATION+**Major Code:** 559*/13.1312 [T]**Concentration:** Band Directing (559D)[T]**Prerequisites:**

Baccalaureate degree from an accredited college or university.

North Carolina "A" license or the equivalent from another state.

Proficiency in music theory, music history/literature, music performance, and music education.

Basic Criteria for Consideration:

3.0 cumulative undergraduate GPA, at least 400 on each of the GRE Verbal and Quantitative tests, and better than 3.0 on the GRE Writing test.

OR

Undergraduate GPA x 400, + GRE Verbal + GRE Quantitative => 2000 and better than 3.0 on the GRE Writing test.

Other Criteria for All Applicants:

Three recommendations.

Deadline:

1 July for Fall/ 1 November for Spring/ 1 April for Summer

Hours: 36 semester hours

+Advanced Licensure: Requirements for this degree were designed, and have been approved by the appropriate bodies at the state level, to meet the advanced competencies as mandated in the North Carolina Excellent Schools Act for Master-level teacher education programs.

Required Courses:

MUS	5006	Philosophy of Music	3
MUS	5007	Music Bibliography	2
MUS	5008	Music Research	2
MUS	5013	History of Musical Style	3
MUS	5021	Instrumental Techniques	4
MUS	5024	Concert Band Literature	3
MUS	5030	Advanced Conducting	3
MUS	5035	Clinical Experience in Music	1
MUS	5525	Product of Learning	3
OR			
MUS	5999	Thesis	3
MUS	5600	Analytical Techniques	3
		SUBTOTAL HOURS	27

Professional Education Requirements:

CI 5045/SPE 5045	Advanced Topics in Diversity	3
CI 5055	Connecting Learners and Subject Matter	3
CI 5585/LHE 5585	Teacher Leadership and School Improvement	3
	SUBTOTAL HOURS	9

TOTAL HOURS **36****Thesis:** An optional part of Product of Learning**Proficiency:** None required**Comprehensive:** Written and oral examinations will be given.**Product of Learning:** Required**Capstone/Capstone Experience:** Product of Learning or Thesis**Seminar:** MUS 5035, Clinical Experience in Music**MASTER OF MUSIC IN MUSIC EDUCATION+****Major Code:** 559*/13.1312 [T]**Concentration:** Choral Directing (559E)[T]**Prerequisites:**

Baccalaureate degree from an accredited college or university. North Carolina "A" license or the equivalent from another state.

The Hayes School of Music

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Proficiency in music theory, music history/literature, music performance, and music education.

Basic Criteria for Consideration:

3.0 cumulative undergraduate GPA, at least 400 on each of the GRE Verbal and Quantitative tests, and better than 3.0 on the GRE Writing test.

OR

Undergraduate GPA x 400, + GRE Verbal + GRE Quantitative => 2000 and better than 3.0 on the GRE Writing test.

Other Criteria for All Applicants:

Three recommendations.

Deadline:

1 July for Fall/ 1 November for Spring/ 1 April for Summer

Hours: 36 semester hours

+Advanced Licensure: Requirements for this degree were designed, and have been approved by the appropriate bodies at the state level, to meet the advanced competencies as mandated in the North Carolina Excellent Schools Act for Master-level teacher education programs.

Required Courses:

MUS	5006	Philosophy of Music	3
MUS	5007	Music Bibliography	2
MUS	5008	Music Research	2
MUS	5013	History of Musical Style	3
MUS	5020	Choral/Vocal Techniques	4
MUS	5023	Choral Masterworks	3
MUS	5030	Advanced Conducting	3
MUS	5035	Clinical Experience in Music	1
MUS	5525	Product of Learning	3
OR			
MUS	5999	Thesis	3
MUS	5600	Analytical Techniques	3
		SUBTOTAL HOURS	27

Professional Education Requirements:

CI 5045/SPE 5045	Advanced Topics in Diversity .....	.3
CI 5055	Connecting Learners and Subject Matter	3
CI 5585/LHE 5585	Teacher Leadership and School Improvement	3
	SUBTOTAL HOURS	9

TOTAL HOURS **36**

Thesis: An optional part of Product of Learning

Proficiency: None required

Comprehensive: Written and oral examinations will be given.

Product of Learning: Required

Capstone/Capstone Experience: Product of Learning or Thesis

Seminar: MUS 5035, Clinical Experience in Music

MASTER OF MUSIC IN MUSIC EDUCATION+

Major Code: 559*/13.1312 [T]

Concentration: General Music (559B)[T]

Prerequisites:

Baccalaureate degree from an accredited college or university.

North Carolina "A" license or the equivalent from another state.

Proficiency in music theory, music history/literature, music performance, and music education.

Basic Criteria for Consideration:

3.0 cumulative undergraduate GPA, at least 400 on each of the GRE Verbal and Quantitative tests, and better than 3.0 on the GRE Writing test.

OR

Undergraduate GPA x 400, + GRE Verbal + GRE Quantitative => 2000 and better than 3.0 on the GRE Writing test.

Other Criteria for All Applicants:

Three recommendations.

Deadline:

1 July for Fall/ 1 November for Spring/ 1 April for Summer

Hours: 36 semester hours

+Advanced Licensure: Requirements for this degree were designed, and have been approved by the appropriate bodies at the state level, to meet the advanced competencies as mandated in the North Carolina Excellent Schools Act for Master-level teacher education programs.

Required Courses:

MUS	5006	Philosophy of Music	3
MUS	5007	Music Bibliography	2
MUS	5008	Music Research	2
MUS	5013	History of Musical Style.....	3
MUS	5035	Clinical Experience in Music	1+1=2
MUS	5040	Current Trends and Critical Issues in Music Education	3
MUS	5525	Product of Learning	3
OR			
MUS	5999	Thesis	3
MUS	5600	Analytical Techniques	3
		SUBTOTAL HOURS	21

Music Electives (5000 level or above) (6 s.h. required)

	SUBTOTAL HOURS	6
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Professional Education Requirements:

CI 5045/SPE 5045	Advanced Topics in Diversity	3
CI 5055	Connecting Learners and Subject Matter	3
CI 5585/LHE 5585	Teacher Leadership and School Improvement	3
	SUBTOTAL HOURS	9
	TOTAL HOURS	36

Thesis: An optional part of Product of Learning**Proficiency:** None required**Comprehensive:** Written and oral examinations will be given.**Product of Learning:** Required**Capstone/Capstone Experience:** Product of Learning or Thesis**Seminar:** MUS 5035, Clinical Experience in Music**MASTER OF MUSIC IN PERFORMANCE****Major Code:** 558*/50.0903

Concentrations: Music Composition (558Z) and Performance concentrations: Performance/Bassoon (558B), Performance/Cello (558C), Performance/Clarinet (558D), Performance/Euphonium (558Y), Performance/Flute (558E), Performance/French Horn (558F), Performance/Guitar (558G), Performance/Harp (558H), Performance/Oboe (558I), Performance/Organ (558K), Performance/Percussion (558L), Performance/Piano (558M), Performance/Saxophone (558N), Performance/String Bass (558O), Performance/Trombone (558P), Performance/Trumpet (558Q), Performance/Tuba (558R), Performance/Viola (558T), Performance/Violin (558U), and Performance/Voice (558V)

Prerequisites: Baccalaureate degree from an accredited college or university.

Successful audition before appropriate music faculty.

Proficiency in music theory, music history and literature.

Vocalists must meet foreign language proficiency requirements.

Basic Criteria for Consideration:

3.0 cumulative undergraduate GPA, at least 400 on each of the GRE Verbal and Quantitative tests, and better than 3.0 on the GRE

Writing test.

OR

Undergraduate GPA x 400, + GRE Verbal + GRE Quantitative => 2000 and better than 3.0 on the GRE Writing test.

Other Criteria for All Applicants:

Three recommendations.

Deadline:

1 July for Fall/ 1 November for Spring/ 1 April for Summer

Hours: 31 semester hours, including a Recital in lieu of a Thesis for those majoring in Performance.**Required Courses:**

AMU	6xxx	Applied Music	8
MUS	5006	Philosophy of Music	3
MUS	5007	Music Bibliography	2
MUS	5008	Music Research	2
MUS	5013	History of Musical Style	3
MUS	5018	Applied Area Literature	3
MUS	5100	Performance Ensemble	1+1=2
MUS	5600	Analytical Techniques	3
*MUS	5998	Master of Music in Performance Recital	2
		(Required for the concentrations in Performance.)	
OR			
*MUS	5999	Thesis	24
		(Required for the concentration in Music Composition.)	
		SUBTOTAL HOURS	28-30

Music Electives (5000 level or above) (1-3 s.h. required)

SUBTOTAL HOURS	1-3
TOTAL HOURS	31

***Thesis:** MUS 5999, Thesis is required for the Music Composition concentration, and MUS 5998, Master of Music in Performance Recital is required for the Performance concentrations.

Proficiency: None required**Comprehensive:** Written and oral examinations will be given.**Product of Learning:** None required**Capstone/Capstone Experience:** MUS 5998, Master of Music in Performance Recital**Seminar:** None required**MASTER OF MUSIC THERAPY (MMT)****Major Code:** 560A/51.2305

The Master of Music Therapy (MMT) degree (560A/51.2305) is designed to prepare board-certified or board-eligible music therapists for advanced music therapy practice. In cooperation with their academic advisor, students select specialty areas and elective courses that will help meet their individual career objectives. Specialty areas are available in Addictions, Expressive Arts, Gerontology, Health Care, Mental Health, Special Education, and General. The General Specialty Area is for students who, in consultation with their advisor, design their own specialty area. This degree is designed to meet the standards established by the American Music Therapy Association and the National Association of Schools of Music for the Master of Music Therapy degree.

The Music Therapy Equivalency is designed for students who hold undergraduate degrees in fields other than music therapy and who wish to prepare for professional certification as a music therapist. Students who hold baccalaureate degrees in fields other than music therapy are required to complete the requirements for the Music Therapy Equivalency prior to enrolling in advanced music therapy courses. The Equivalency requirements are available from the Hayes School of Music office, located in the Brophy Music Center.

Prospective students who hold baccalaureate degrees in music, but not music therapy, may apply for admission to a combined Equivalency and Master of Music Therapy program. In this program, students complete both requirements for eligibility to sit for the examination administered by the Certification Board for Music Therapists and Master's degree requirements. Students in the combined Equivalency/Master's program may take only equivalency courses in the first year of enrollment and must complete all Equivalency requirements including the internship prior to enrolling in MUS 5050, MUS 5051, or MUS 5900. Continuation in the

MMT program requires a grade of at least a "B" (3.0) in music therapy courses taken in each of the first two semesters of the Equivalency program and a cumulative Equivalency GPA of 3.0. Completion of both the Equivalency and the MMT is likely to require 3-4 years of full-time study, including completion of clinical training.

Prerequisites:

Baccalaureate degree from an accredited college or university.

Proficiency in music theory, music history/literature, music performance, and professional music therapy competencies.

Basic Criteria for Consideration:

3.0 cumulative undergraduate GPA, at least 400 on each of the GRE Verbal and Quantitative tests, and better than 3.0 on the GRE Writing test.

OR

Undergraduate GPA x 400, + GRE Verbal + GRE Quantitative => 2000 and better than 3.0 on the GRE Writing test.

Other Criteria for All Applicants:

Submission of the Music Therapy Program questionnaire.

Live or taped audition.

Three recommendations.

Masters/Equivalency applicants who hold undergraduate degrees in fields other than music must successfully audition for the appropriate faculty in their principal performing area.

Deadline:

1 July for Fall/ 1 November for Spring/ 1 April for Summer

Hours: 36 semester hours

Required Music Therapy Courses:

MUS	5050	Supervision and Collegiate Teaching in Music Therapy	2
MUS	5051	Advanced Topics in Music Therapy	3
MUS	5060	Guided Imagery and Music, Level I (SEE NOTE #1 BELOW)	3
MUS	5061	Advanced Clinical Improvisation	3
MUS	5200	Music Therapy Laboratory (SEE NOTE #2 BELOW).....	0
MUS	5900	Advanced Music Therapy Practicum	3
MUS	5996	Creative Project in Music Therapy	4
OR			
MUS	5999	Thesis	4
		SUBTOTAL HOURS	18

Required Research Course: (SEE NOTE #3 BELOW)

ANT	5410	Qualitative Research Methods	3
OR			
FDN	5000	Research Methods	3
OR			
PSY	5020	Research Methods in Psychology	3
		SUBTOTAL HOURS	3

Music or Music Therapy Electives (5000 level or above) (3 s.h. required)

	SUBTOTAL HOURS	3
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Specialty Area Courses (5000 level or above) (12 s.h. required)

(To be selected in consultation with the MMT advisor. Specialty areas are available in Addictions, Expressive Arts, Gerontology, Health Care, Mental Health, Special Education, and General. The General Specialty Area is for students who, in consultation with their advisor, design their own specialty area.)

	SUBTOTAL HOURS	12
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	TOTAL HOURS	36
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Thesis: Optional

Proficiency: None required

Comprehensive: Written and oral examinations will be given.

Product of Learning: None required

Capstone/Capstone Experience: MUS 5996, Creative Project in Music Therapy or MUS 5999, Thesis

Seminar: MUS 5900, Advanced Music Therapy Practicum

NOTES FOR THE MASTER OF MUSIC THERAPY PROGRAM:

- (1) MUS 5060, Guided Imagery and Music, Level I requires participation in a 5-day intensive workshop that is conducted off-campus between academic terms and requires payment of workshop fees, in addition to tuition.
- (2) All students who hold the Bachelor's degree in music therapy are required to register for and successfully complete MUS 5200, Music Therapy Laboratory each semester in which they are enrolled. Equivalency/Master's students who have completed 5 s.h. of MUS 3900, Music Therapy Practicum are required to register for and successfully complete MUS 5200, Music Therapy Laboratory each subsequent semester in which they are enrolled.
- (3) Students who have not had a previous course in statistics must complete one course in statistics, in addition to the research course indicated above.(For an explanation of the course prefixes used in the following list of courses, see the index.)

(For an explanation of the course prefixes used in the following course, see the index.)

MUSIC (MUS)**MUS 5006. Philosophy of Music/(3).S.**

An investigation of the major philosophies of music in both historical and contemporary perspective. Particular emphasis is placed on aesthetic theory. The relationship between aesthetics of music educational methodology will be examined. Lecture three hours.

MUS 5007. Music Bibliography/(2).F.

An introduction to bibliographical research in music, with emphasis on the application of theoretical concepts to practical problems of historical scholarship. Both traditional research processes and newer technologies for accessing scholarly communication are covered. Lecture two hours.

MUS 5008. Music Research/(2).S.

The organization and reporting of research in music, including classroom/performance field-based data collection and analysis, is studied. Lecture format. Prerequisite: MUS 5007.

MUS 5013. History of Musical Style/(3).S.

A study of the tendencies of musical style within the major periods of western music history, with emphasis placed on the development of important genres. Consideration is given to geographic location and the social, political, and general cultural history of the time. The styles of representative composers are studied and comparisons are drawn between the arts and across stylistic periods. Lecture three hours.

MUS 5018. Applied Area Literature/(3).On Demand.

A comprehensive, historical survey of music for the major instrument, with a detailed study of at least one selected solo work representative of the style of each music period. Attention will also be directed to representative ensemble literature and the compilation of a discography and bibliography.

MUS 5020. Choral/Vocal Techniques/(4).SS.Alternate years.

Designed for those who are preparing to become quality teachers of choral/vocal music in grades K-12. Emphasis on the technique of vocal production and its role in the development of choral ensemble performance practices. Examination of the philosophy and pedagogical concepts and techniques leading to an exemplary choral/vocal program.

MUS 5021. Instrumental Techniques/(4).SS.Alternate years.

Designed for those who are preparing to become quality teachers of instrumental music in grades K-12. Emphasis on the philosophy, pedagogical concepts, and techniques leading to the development of an exemplary instrumental music program.

MUS 5022. Applied Area Pedagogy/(3).On Demand.

Pedagogical techniques related to the fundamental principles in the major performance area. Emphasis will be placed on historical de-

velopment, an examination and evaluation of basic concepts, a consideration of style and technique, and research into the various pedagogical approaches to functional efficiency.

MUS 5023. Choral Masterworks/(3).SS.Alternate years.

A study of representative choral masterworks from the Renaissance to the present. This course is intended for the advanced choral student who has a background in choral conducting. Lecture three hours. Prerequisites: MUS 3020, MUS 3022 and MUS 4031 or equivalent.

MUS 5024. Concert Band Literature/(3).SS.Alternate years.

A comprehensive study of the literature for winds and percussion. Analysis, score study, and aural recognition of representative compositions. Lecture three hours.

MUS 5030. Advanced Conducting/(3).SS.Alternate years.

The critical examination of choral and instrumental scores with emphasis on score analysis, interpretative decision making, and advanced conducting technique. Lecture three hours.

MUS 5035. Clinical Experience in Music/(1).SS.

An intensive clinical experience in music. Students will join respected professionals in instrumental or choral/vocal conducting in seminar, rehearsal and performance experiences. Graded on an S/U basis.

MUS 5040. Current Trends and Critical Issues in Music Education/(3).SS.Alternate years.

An examination of current trends, pedagogical practices, and critical issues in music education.

MUS 5041. The Comprehensive Music Curriculum (3).SS.Alternate years.

An examination of the philosophy, components, and methodologies of the comprehensive music curriculum.

MUS 5050. Supervision and Collegiate Teaching in Music Therapy/(2).On Demand.

Exploration of issues in undergraduate preparation of music therapists. Prerequisite: MUS 4901, Internship in Music Therapy, or equivalent. Students must be enrolled concurrently in MUS 5200, Music Therapy Laboratory.

MUS 5051. Advanced Topics in Music Therapy/(3).On Demand.

Investigation and examination of current trends, especially those related to advanced clinical practice in music therapy, including client assessment through music experiences and innovative treatment methods. Prerequisite: MUS 4901, Internship in Music Therapy, or equivalent. Students must be enrolled concurrently in MUS 5200, Music Therapy Laboratory.

MUS 5060. Guided Imagery and Music, Level I/(3).SS.

Through lectures, demonstrations, and supervised experiences as guide and traveler, this introductory level training will provide participants with a basic understanding of the components of The Bonny Method of Guided Imagery and Music (GIM) process. Prerequisite: a GIM personal session. (Note: MUS 5060 requires participation in a 5-day intensive workshop that is conducted off-campus between academic terms and requires payment of workshop fees in addition to tuition.)

MUS 5061. Advanced Clinical Improvisation/(3).On Demand.

Theory and practice of advanced techniques for clinical music improvisation. Prerequisite: MUS 4060, Clinical Piano Improvisation, or equivalent. Students must be enrolled concurrently in MUS 5200, Music Therapy Laboratory.

MUS 5100. Performance Ensemble/(1).F;S.

Students will assume leadership roles as set forth by the ensemble director, including activities such as directing sectional rehearsals, preparing program notes and assisting with individual instruction.

MUS 5200. Music Therapy Laboratory/(0).F;S.

Music improvisation-based laboratory designed to provide direct experiences as a participant in a music therapy group. Prerequisite: Bachelor's degree in Music Therapy, or 5 s.h. of MUS 3900, Music Therapy Practicum. Required of all music therapy graduate students. Graded on an S/U basis. Laboratory one hour.

MUS 5500. Independent Study in Music/(1-4).F;S.**MUS 5525. Product of Learning/(1-3).S.**

Graded on an S/U basis.

MUS 5530-5549. Selected Topics/(1-4).On Demand.

Variable content which may be repeated for credit. Topics will include special areas of music theory, music literature and music education.

MUS 5600. Analytical Techniques/(3).F.

The development of techniques for analysis of music from the Baroque through the Romantic period through counterpoint, melodic structure, harmony, and form. Lecture three hours. Permission of the instructor. [Dual-listed with MUS 4600.]

MUS 5601. The Theory of Tonal Music/(3).S.Alternate years.

An examination of the theoretical concepts and principles that pertain to the structure of tonal music. The significance of written, aural, and analytical skills development within the music curriculum will be addressed. [Dual-listed with MUS 4601.]

MUS 5900. Advanced Music Therapy Practicum/(1-3).On Demand.

In-depth clinical experience designed to broaden clinical skills or provide opportunity for application of advanced music therapy methods. Prerequisite: MUS 4901, Internship in Music Therapy, or equivalent. Students must be enrolled concurrently in MUS 5200, Music Therapy Laboratory.

MUS 5989. Graduate Research/(1-9).F;S.

This course is designed to provide access to University facilities for continuing graduate research at the master's and specialist's levels. Graded on an S/U basis. MUS 5989 does not count toward a degree.

MUS 5996. Creative Project in Music Therapy/(4).F;S.

Execution and scholarly documentation of research based clinical project. Graded on an S/U basis.

MUS 5997. Practicum Experience/(2).On Demand.

A field-oriented course involving supervised implementation of the pedagogical techniques developed during the course of study. Graded on an S/U basis.

MUS 5998. Master of Music in Performance Recital/(2).F;S.

Graded on an S/U basis.

MUS 5999. Thesis/(2-4).F;S.

Graded on an S/U basis.

APPLIED MUSIC (AMU)**AMU 6301-6399. Applied Music (Secondary)/(1-1).F;S.**

One 30-minute individual lesson and six practice hours per week. Additional fee.

AMU 6401-6499. Applied Music (Major-principal)/(2-4).F;S.

Two 30-minute individual lessons or equivalent in individual and/or class lessons and six practice hours per week for each semester hour credit. Additional fee.

Department of Philosophy and Religion

Conrad E. Ostwalt, Jr., Chair and Professor

Ph.D., Duke University

American Religious Traditions, Religion and Culture

Sandra L. Gravett, Associate Professor

Ph.D., Duke University

Biblical Studies, Women's Studies, Religion and Culture

Kimberly Q. Hall, Associate Professor

Ph.D., State University of New York at Binghamton

Feminist Theory, Continental Philosophy, Ethics

Alan J. Hauser, Professor

Ph.D., University of Iowa

Biblical Studies, Old Testament, Judaism

Jesse Taylor, Jr., Associate Professor

Ph.D., Washington University in St. Louis

Philosophy and Race, Ethics, Philosophy of Science, Philosophy of Language

The Department of Philosophy and Religion offers a graduate level minor, and the following courses which are used to complement other graduate degree programs.

Graduate Minor in Philosophy and Religion (269/38.9999)

A graduate (M.A.) minor in Philosophy and Religion consists of 8-12 semester hours of approved course work numbered 5000 and above, except P&R 5989. Courses should be selected with the advice and approval of a graduate advisor.

(For an explanation of the course prefixes used in the following list of courses, see the index.)

PHILOSOPHY AND RELIGION (P&R)

P&R 5400. Religion in Appalachia/(3).S.

An examination of the origins, history, contemporary practices, and beliefs of the people of the Southern Appalachia region. Attention will be given to religion within the formal structure of the church, within the social structures of mountain life and as a component of individual identity.

P&R 5500. Independent Study/(1-3).F;S.

P&R 5530-5549. Selected Topics/(1-4).On Demand.

P&R 5649. Seminar/(3).F;S.

An intensive study of special problems, topics, or issues related to the study of philosophy and/or religion. The subject matter of this course will vary and barring duplication of subject matter a student may repeat the course for credit. Prerequisite: one course in philosophy and/or religion or consent of the instructor. [Dual-listed with P&R 4549.]

P&R 5989. Graduate Research/(1-9).F;S.

This course is designed to provide access to University facilities for continuing graduate research at the master's and specialist's levels. Graded on an S/U basis. P&R 5989 does not count toward a degree.

Department of Physics and Astronomy

Anthony G. Calamai, Chair and Professor

Ph.D., North Carolina State University

Experimental Atomic, Molecular, and Optical Physics

Daniel B. Caton, Professor

Ph.D., University of Florida

Variable Stars

J. Sidney Clements, Professor

Ph.D., Florida State University

Applied Electrostatics

Tonya S. Coffey, Assistant Professor

Ph.D., North Carolina State University

Experimental Surface Physics and Nanotechnology

Adrian N. Daw, Assistant Professor

Ph.D., Harvard University

Experimental Atomic, Molecular, and Optical Physics

Richard O. Gray, Professor

Ph.D., University of Toronto

Stellar Spectroscopy

R. Lee Hawkins, Lecturer

M.S., Appalachian State University

Astronomical Instrumentation, Solar Eclipse Science, and Eclipsing Binary Stars

Thomas L. Rokoske, Professor

Ph.D., Auburn University

Remote Sensing Weather Satellites and Computer Braille Display

Christopher S. Thaxton, Adjunct Assistant Professor

Ph.D., North Carolina State University

Computational Geophysics and Electronics

The Department of Physics and Astronomy offers a Master of Science degree in Applied Physics (206A/40.0801). The program is designed to prepare individuals for technical careers in industrial, governmental and independent laboratories as well as for teaching positions at the community college level. It may also serve as an intermediate step for those who later elect to pursue more advanced study in applied physics or related areas.

Graduate students will choose a research area of Applied Physics, Electronics Instrumentation or Astronomical Instrumentation and Observations.

The Department of Physics and Astronomy also offers a graduate level minor in Physics (272/40.0801), as noted on the following page.

MASTER OF SCIENCE IN APPLIED PHYSICS

Major Code: 206A/40.0801

Prerequisite:

Baccalaureate degree from an accredited college or university with a major in Physics, Astronomy, or any science, or a related area such as Mathematics, Computer Science, or Engineering.

Basic Criteria for Consideration:

[Undergraduate GPA X 400] + GRE Verbal + GRE Quantitative = >2000

Other Criteria for All Applicants:

Three recommendations.

Deadline:

1 July for Fall/ 1 November for Spring/ 1 April for Summer

Hours: 30 semester hours with thesis, 36 semester hours without thesis

Required Courses:

PHY	5002	Applied Physics Literature	1
PHY	5010	Applied Physics Colloquium	1
PHY	5430	Digital Systems	4
PHY	5435	Laboratory Automation	4
PHY	5440	Modern Instrumentation Design	4
PHY	5550	Directed Research in Applied Physics	1-3
SUBTOTAL HOURS			15-17

Thesis Option:

PHY	5999	Thesis	6
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Physics Electives (5000 level or above)	0
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Other Electives (5000 level or above)	7-9
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SUBTOTAL HOURS	13-15
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TOTAL HOURS (with a thesis)	30
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OR

Physics and Astronomy
228

Non-Thesis Option:

Physics Electives (5000 level or above)	12
Other Electives (5000 level or above).	7-9
SUBTOTAL HOURS	19-21
TOTAL HOURS (without a thesis)	36

Thesis: Optional

Proficiency: None required

Comprehensive: A written comprehensive examination is required for the non-thesis option. An oral defense of the thesis is required for the thesis option (satisfies the comprehensive requirement).

Product of Learning: None required

Capstone/Capstone Experience: None required

Seminar: PHY 5010, Applied Physics Colloquium

Graduate Minor in Physics (272/40.0801)

A graduate minor in Physics consists of 8-12 semester hours selected from PHY offerings numbered 5000 and above, except PHY 5989.

(For an explanation of the course prefixes used in the following list of courses, see the index.)

PHYSICS (PHY)

PHY 5002. Applied Physics Literature/(1).F.

An introduction to technical and research journals in the areas of physics, electronics and astronomy. Methods and references for use in literature searches, including computer methods, and the preparation of technical papers will be examined. To be taken fall term of first year.

PHY 5010. Applied Physics Colloquium/(1).F;S.

Presentation of one research topic is required of all graduate students. Credit is earned during the semester in which the presentation is made. All graduate students are expected to attend all departmental and other designated colloquia.

PHY 5430. Digital Systems/(4).F.

A study of digital electronics theory, circuits and devices of importance to understanding digital systems. Included are algorithmic state machines, MSI and LSI circuits, machine cycles and signals, asynchronous logic, peripheral smart support IC's, PLA, PAL, microcontrollers and elements of CAD. Lecture three hours, laboratory three hours.

PHY 5435. Laboratory Automation/(4).S.

A rigorous applications-oriented course designed to foster an in-depth understanding of both the hardware and software aspects of laboratory automation. The IBM-PC is used to control laboratory instruments, collect and analyze data, and plot results. Topics covered include the use of data acquisition and control cards, RS232-C and IEEE-488 interfacing, coordinated data collection and control and the use of assembly language to increase speed. State-of-the-art data acquisition languages are used extensively in the laboratory. Lecture three hours, laboratory three hours. Prerequisite: PHY 5430 or equivalent.

PHY 5440. Modern Instrumentation Design/(4).F.

A study of the role of microprocessors and micro- controllers in modern instrumentation. Students will utilize a hardware/software real time development system in the design and construction of basic instrument systems. Lecture three hours, laboratory three hours. Prerequisite: PHY 5430.

PHY 5500. Independent Study/(1-4).F;S.

PHY 5510. Physics of Transducers/(4).On Demand.

A study of various transducers commonly employed in instrumentation. Topics include piezo-electronic, photoelectric, thermoelectric and electro-optical transducers. Use of transducers for the measurement of pressure, temperature, light intensity, electrical conductivity, radiation level, and acceleration are discussed. Lecture three hours, laboratory three hours. Prerequisites: PHY 5640, PHY 5430 or equivalent.

PHY 5520. Data Transmission and Signal Processing/ (3).F.

A study of local area networks, broad band and base band transmission, optical fiber transmission, analog signal analysis and filtering, and discrete signal processing. Lecture two hours, laboratory three hours. Prerequisites: PHY 5620, PHY 5440 or equivalent.

PHY 5530-5549. Selected Topics/(1-4).On Demand.

An intensive study of a single topic in physics.

PHY 5550. Directed Research in Applied Physics/(1-3). F;S.

An original research project will be chosen, formulated and executed by the student under the guidance of a faculty member. Upon completion of the project, a final report will be written in the style and format of a research article.

PHY 5620. Optics/(4).S.

A study of classical and modern optical phenomena including geometrical, Fresnel and Fourier optics, lasers, fiber optics and optoelectronic devices. Lecture three hours, laboratory three hours. Prerequisite: MAT 3130. Corequisite: PHY 3020. [Dual-listed with PHY 4620.]

PHY 5635. Advanced Microprocessor Interfacing and Robotics/(4).S.

A study of digital and analog circuits necessary to interface transducers and robotic manipulative devices to microprocessors. Lecture three hours, laboratory three hours. Prerequisite: PHY 3730. Corequisite: PHY 5735. [Dual-listed with PHY 4635.]

PHY 5640. Quantum Mechanics/(3).S.

A study of the Schrödinger equation and its solutions for various

common potentials. Prerequisites: PHY 3010, PHY 3210, and MAT 3130. [Dual-listed with PHY 4640.]

PHY 5735. Microprocessors/(3).S.

A study of the architecture and instruction sets of common microprocessors. Interfacing microprocessors to memory, input/output and support integrated circuits will be covered with an emphasis on techniques used in common microcomputers. The laboratory consists of interfacing and programming microcomputers using assembly and high level languages. Lecture two hours, laboratory three hours. Prerequisite: PHY 3630. [Dual-listed with PHY 4735.]

PHY 5820. Medical Physics/(3).F.

A study of the application of the basic principles of physics to a selection of medical topics involving human body characteristics and functions and to instrumentation used to diagnose and treat illness and injury. Lecture three hours. Prerequisite: PHY 1104 or PHY 1151. [Dual-listed with PHY 4820.]

PHY 5900. Internship/(3-12).F;S.

Supervised work in applied physics in an industrial or other laboratory setting. Students must obtain approval of the departmental internship coordinator prior to enrolling. Graded on an S/U basis. [Dual-listed with PHY 4900.]

PHY 5989. Graduate Research/(1-9).F;S.

This course is designed to provide access to University facilities for continuing graduate research at the master's and specialist's levels. Graded on an S/U basis. PHY 5989 does not count toward a degree.

PHY 5999. Thesis/(4-6).F;S.

Graded on an S/U basis.

Department of Political Science/Criminal Justice

Bradley S. Chilton, Chair and Professor
Ph.D., University of Georgia
Political Science

Phillip J. Ardoin, Assistant Professor and Director of the MA in Political Science Program
Ph.D., Louisiana State University
American Politics

James F. Barnes, Professor
Ph.D., Ohio State University
Comparative Politics, African Politics

Daniel B. German, Professor
Ph.D., Georgetown University
American Politics

Dennis O. Grady, Professor
Ph.D., Emory University
American Politics

Marvin K. Hoffman, M.P.A. Director and Professor
Ph.D., University of Georgia
Public Administration

Andrew M. Koch, Associate Professor
Ph.D., University of California at Santa Barbara
Political Theory

Kenneth L. Mullen, Associate Professor
Ph.D., State University of New York, Albany
Criminal Justice

Daniel S. Murphy, Assistant Professor
Ph.D., Iowa State University
Criminal Justice

Adam J. Newmark, Assistant Professor
Ph.D., The University of North Carolina at Chapel Hill
American Politics

Elicka S.L. Peterson, Assistant Professor
Ph.D., University of Missouri-St. Louis
Criminal Justice

Matthew B. Robinson, Associate Professor
Ph.D., The Florida State University
Criminal Justice

Curtis R. Ryan, Associate Professor
Ph.D., The University of North Carolina at Chapel Hill
Comparative Politics, International Relations

Renee G. Scherlen, Associate Professor
Ph.D., University of Texas at Austin
International Relations

Dragan Stefanovic, Associate Professor
Ph.D., University of Tennessee at Knoxville
Public Administration

Ronald Stidham, Professor
Ph.D., University of Houston, Texas
Criminal Justice

Ruth Ann Strickland, Professor
Ph.D., University of South Carolina
American Politics

Joel A. Thompson, Professor
Ph.D., University of Kentucky
American Politics

Ike Udogu, Professor
Ph.D., Southern Illinois University
Comparative Politics

Shannon K. Vaughan, Assistant Professor
Ph.D., University of Kentucky
Public Administration

Barbara H. Zaitzow, Professor
Ph.D., Virginia Polytechnic Institute and State University
Criminal Justice

The Department of Political Science/Criminal Justice prepares students for professional and academic careers. The department offers graduate programs leading to two advanced degrees:

- (1) Master of Arts in Political Science (Major Code: 267*/45.1001), with three concentrations:
 - (a) American Government (267C)
 - (b) International Relations/Comparative Politics (267E)
 - (c) Justice Studies (267D)

- (2) Master of Public Administration (MPA) (Major Code: 279*/44.0401), with three concentrations:
 - (a) Administration of Justice (279D)
 - (b) Public Management (279B)
 - (c) Town, City and County Management (279C)

The Department of Political Science/Criminal Justice also participates in a program leading to a Master of Arts degree in Social Science, Education (282*/13.1317) with concentrations in: Community College/Criminal Justice (282Y), Community College/Political Science (282P), and Secondary School (Advanced Licensure)/Political Science (282V)[T]. For detailed requirements, see the Social Science description.

Graduate programs in Political Science/Criminal Justice are supervised by the departmental chair, the M.A. advisor, the MPA director, and the graduate committee.

MASTER OF ARTS IN POLITICAL SCIENCE - [EFF. SPRING, 2006]****Major Code:** 267*/45.1001**Concentrations:**

- American Government (267C)
- International Relations/Comparative Politics (267E)
- Justice Studies (267D)

****EFFECTIVE: SPRING, 2006 - THE DEGREE REQUIREMENTS LISTED BELOW WILL BE EFFECTIVE AS OF SPRING, 2006. GRADUATE STUDENTS ENTERING IN THE FALL OF 2005 SHOULD REFER TO THE DEGREE REQUIREMENTS AS LISTED IN THE 2003-2005 GRADUATE BULLETIN.]**

This program is designed to prepare persons for careers in a variety of public and private settings, and to prepare students for further graduate work at the doctoral level.

Prerequisites:

Baccalaureate degree with a major or minor in Political Science, Criminal Justice or a related field from an accredited college or university.

Basic Criteria for Consideration:

(Undergraduate GPA X 400) + GRE Verbal + GRE Quantitative = 2000

Other Criteria for All Applicants:

Three recommendations.

Deadline:

1 July for Fall/ 1 November for Spring/ 1 April for Summer

Hours: 36 semester hours without thesis; 30 semester hours with thesis

CONCENTRATIONS

The M.A. degree in Political Science (267*/45.1001) graduate students must complete the requirements for one of the following three concentrations: American Government (267C), International Relations/Comparative Politics (267E), or Justice Studies (267D).

AMERICAN GOVERNMENT CONCENTRATION: (267C)

This concentration is designed to allow students to prepare for careers, or further study, in fields related to politics in either the national, state, or local levels of government.

Required Courses: (6 s.h.)

PS 5000/CJ 5000	Research Methods	3
PS 5030	Seminar in American Government and Politics	3
	SUBTOTAL HOURS	6

Concentration Courses: (9 s.h. required)

Select 9 s.h. from the following in consultation with the MA Advisor.

CJ 5150	The American Justice System and Social Justice (3 s.h.)
PS 5010	Seminar in Political Philosophy (3 s.h.)
PS 5100	Seminar in Congressional Politics (3 s.h.)
PS 5110	Campaigns and Elections (3 s.h.)
PS 5130	Appalachian Political Perspectives (3 s.h.)
PS 5145	American Political Parties and Interest Groups (3 s.h.)
PS 5180/CJ 5180	Public Policy Analysis and Program Evaluation (3 s.h.)
PS 5330	Problems in State and Local Government (3 s.h.)
PS 5530-5549	Selected Topics (1-4 s.h.)
PS 5710	American Political Thought (3 s.h.)
	SUBTOTAL HOURS
	9

Thesis Option: (15 s.h.)

PS 5998	Thesis Preparation	3
PS 5999	Thesis	3
Electives (5000 level or above)		9
(Selected in consultation with the MA Advisor)		

SUBTOTAL HOURS 15

TOTAL HOURS (with a thesis) 30

OR

Non-Thesis Option: (21 s.h.)

Select one of the following:

3

PS	5800	Directed Research (3 s.h.)	
or			
PS	5900	Internship in Public Affairs (3 s.h.)	
and			
Electives	(5000 level or above)		18
	(Selected in consultation with the MA Advisor)		
		SUBTOTAL HOURS	21
		TOTAL HOURS (without a thesis)	36

INTERNATIONAL RELATIONS/COMPARATIVE POLITICS CONCENTRATION: (267E)

This concentration promotes student understanding of world politics and U.S. interactions with other nations. It prepares students for job opportunities in government, non-government organizations, multinational corporations and a career in academia if students choose to pursue a Ph.D.

Required Courses: (9 s.h.)

PS 5000/CJ 5000	Research Methods	3
PS 5020	Pro-Seminar in International Relations	3
PS 5040	Pro-Seminar in Comparative Politics	3
	SUBTOTAL HOURS	9

Concentration Courses: (6 s.h. required)

Select 6 s.h. from the following in consultation with the MA Advisor:

PS	5010	Seminar in Political Philosophy (3 s.h.)	
PS	5120	Readings and Research in International Relations (3 s.h.)	
PS	5125	Readings and Research in Comparative Politics (3 s.h.)	
PS	5530-5549	Selected Topics (1-4 s.h.)	
PS	5720	International Organization and Law (3 s.h.)	
PS	5721	Human Rights (3 s.h.)	
PS	5722	U.S. Foreign Policy (3 s.h.)	
PS	5741	European Governments and Politics (3 s.h.)	
PS	5743	The European Union (3 s.h.)	
PS	5744	Middle East Politics (3 s.h.)	
PS	5745	African Politics (3 s.h.)	
PS	5748	Latin American Politics (3 s.h.)	
		SUBTOTAL HOURS	6

Thesis Option: (15 s.h.)

PS	5998	Thesis Preparation	3
PS	5999	Thesis	3
Electives	(5000 level or above)		9
	(Selected in consultation with the MA Advisor)		
		SUBTOTAL HOURS	15
		TOTAL HOURS (with a thesis)	30

OR

Non-Thesis Option: (21 s.h.)

Select one of the following:	3		
PS	5800	Directed Research (3 s.h.)	
or			
PS	5900	Internship in Public Affairs (3 s.h.)	
and			
Electives (5000 level or above)	18		
	(Selected in consultation with the MA Advisor)		
		SUBTOTAL HOURS	21
		TOTAL HOURS (without a thesis)	36

JUSTICE STUDIES CONCENTRATION: (267D)

This concentration is designed to allow students to prepare for careers, or further study, in fields related to the criminal justice system. This concentration may be particularly attractive to individuals who plan to attend law school, or to those who seek a Master's degree to qualify for certain positions in criminal justice.

Required Courses: (6 s.h.)

PS 5000/CJ 5000	Research Methods	3
PS 5050/CJ 5050	Seminar in Public Law and Judicial Behavior	3
	SUBTOTAL HOURS	6

Concentration Courses: (9 s.h. required)

Select 9 s.h. from the following in consultation with the MA Advisor:

CJ 5060	Administration of Justice (3 s.h.)
CJ 5150	The American Justice System and Social Justice (3 s.h.)
CJ 5620	Contemporary Police Issues (3 s.h.)
CJ 5660	Crime, Theory and Policy (3 s.h.)
CJ 5670	Crime Analysis and Criminal Justice Planning (3 s.h.)
PS 5180/CJ 5180	Public Policy Analysis and Program Evaluation (3 s.h.)
PS 5530-5549/CJ 5530-5549	Selected Topics (1-4 s.h.)
PS 5550/CJ 5550	Law and Society (3 s.h.)
PS 5661/CJ 5661	Court Administration (3 s.h.)
PS 5680/CJ 5680	Organized Crime (3 s.h.)
	SUBTOTAL HOURS
	9

Thesis Option: (15 s.h.)

PS 5998	Thesis Preparation	3
PS 5999	Thesis	3
Electives (5000 level or above)		9
(Selected in consultation with the MA Advisor)		
	SUBTOTAL HOURS	15
	TOTAL HOURS (with a thesis)	30

OR

Non-Thesis Option: (21 s.h.)

Select one of the following:	.....	3
PS 5800	Directed Research (3 s.h.)	
or		
PS 5900	Internship in Public Affairs (3 s.h.)	
and		
Electives (5000 level or above)		18
(Selected in consultation with the MA Advisor)		
	SUBTOTAL HOURS	21
	TOTAL HOURS (without a thesis)	36

Thesis: Optional

Proficiency: Students must demonstrate a proficiency in reading a foreign language or quantitative analysis as a research tool. The department may determine the proficiency required.

Comprehensive: During the final semester of course work, candidates must pass a written comprehensive examination.

Product of Learning: None required

Capstone/Capstone Experience: None required

Seminar: None required

MASTER OF PUBLIC ADMINISTRATION (MPA) - [EFF. SPRING, 2006]**

Major Code: 279*/44.0401

Concentrations:

- Administration of Justice (279D)
- Public Management (279B)
- Town, City and County Management (279C)

****EFFECTIVE: SPRING, 2006 - THE DEGREE REQUIREMENTS LISTED BELOW WILL BE EFFECTIVE AS OF SPRING, 2006. GRADUATE STUDENTS ENTERING IN THE FALL OF 2005 SHOULD REFER TO THE DEGREE REQUIREMENTS AS LISTED IN THE 2003-2005 GRADUATE BULLETIN.]**

This program is designed to prepare individuals for management and policy positions in governmental and non-profit organizations.

Prerequisites:

Baccalaureate degree from an accredited college or university.

Basic Criteria for Consideration:

(Undergraduate GPA X 400) + GRE Verbal + GRE Quantitative = 2000

Other Criteria for All Applicants:

Three recommendations.

Deadline:

1 July for Fall/ 1 November for Spring/ 1 April for Summer

Hours: 42 semester hours

CONCENTRATIONS

The Master of Public Administration (279*/44.0401) graduate students must complete the requirements for one of the following three concentrations: Administration of Justice (279D), Public Management (279B), or Town, City and County Management (279C).

ADMINISTRATION OF JUSTICE CONCENTRATION: (279D)

This concentration is designed to prepare persons for administrative/management positions in a variety of law enforcement, court, and correctional agencies at the local, state and federal levels.

Required Courses: (21 s.h.)

PS	5000	Research Methods	3
PS	5060	Seminar in Public Administration	3
PS	5180	Public Policy Analysis and Program Evaluation.....	3
PS	5260	Organization Theory and Behavior	3
PS	5360	Public Personnel Administration	3
PS	5460	Budgeting and Fiscal Administration	3
PS	5559	Capstone in Public Administration	3
SUBTOTAL HOURS			21

Concentration Courses: (9 s.h. required)

Select 9 s.h. from the following courses:

CJ 5050/PS 5050	Seminar in Public Law & Judicial Behavior (3 s.h.)
CJ 5060	Administration of Justice (3 s.h.)
CJ 5150	The American Justice System and Social Justice (3 s.h.)
CJ 5620	Contemporary Police Issues (3 s.h.)
CJ 5660	Crime, Theory and Policy (3 s.h.)
SUBTOTAL HOURS	
9	

Elective Courses: (6 s.h. required)

Select 6 s.h. as follows in consultation with the MPA Director.

One required elective (5000 level or above) outside the PSCJ Dept (3 s.h.)

and

Choose one of the following 3 s.h. electives:

CJ 5500	Independent Study (3 s.h.)
CJ 5661/PS 5661	Court Administration (3 s.h.)
CJ 5670	Crime Analysis and Criminal Justice Planning (3 s.h.)
CJ 5680	Organized Crime (3 s.h.)
CJ 5805	Directed Research (3 s.h.)
SUBTOTAL HOURS	
6	

Option for pre-service students: (6 s.h.)

PS	5900	Internship in Public Affairs	6
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OR

Option for in-service students: (6 s.h.)

Supervised field-based research course (5000 level or above)	3
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One Additional course (5000 level or above)	3
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SUBTOTAL HOURS	
6	

TOTAL HOURS	
42	

PUBLIC MANAGEMENT CONCENTRATION: (279B)

This concentration is designed to allow individuals to develop a program to suit specific needs in such areas as budget analyst, personnel administration, etc., or to prepare students with a generalist background in public administration.

Required Courses: (21 s.h.)

PS	5000	Research Methods	3
PS	5060	Seminar in Public Administration	3
PS	5180	Public Policy Analysis and Program Evaluation	3
PS	5260	Organization Theory and Behavior	3
PS	5360	Public Personnel Administration.	3
PS	5460	Budgeting and Fiscal Administration	3
PS	5559	Capstone in Public Administration	3
		SUBTOTAL HOURS	21

Elective Courses (5000 level or above): (15 s.h. required)

Select 15 s.h. in consultation with the MPA Director	15
SUBTOTAL HOURS	15

Option for pre-service students: (6 s.h.)

PS	5900	Internship in Public Affairs	6
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OR

Option for in-service students: (6 s.h.)

Supervised field-based research course (5000 level or above)	3
One Additional course (5000 level or above)	3
SUBTOTAL HOURS	6

TOTAL HOURS	42
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TOWN, CITY AND COUNTY MANAGEMENT CONCENTRATION (279C)

This concentration is designed to prepare persons for managerial roles in towns, cities and county governments or in organizations and agencies related to towns and counties.

Required Courses: (21 s.h.)

PS	5000	Research Methods.	3
PS	5060	Seminar in Public Administration	3
PS	5180	Public Policy Analysis and Program Evaluation	3
PS	5260	Organization Theory and Behavior	3
PS	5360	Public Personnel Administration.	3
PS	5460	Budgeting and Fiscal Administration	3
PS	5559	Capstone in Public Administration	3
		SUBTOTAL HOURS	21

Concentration Courses: (9 s.h. required)

Select 9 s.h. from the following courses:	9
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GHY	5400	Planning Process (3 s.h.)	
PLN	5700	Project Management (3 s.h.)	
PS	5330	Problems in State and Local Government (3 s.h.)	
PS	5560	Local Government Administration (3 s.h.)	
PS	5665	Public Management (3 s.h.)	
		SUBTOTAL HOURS	9

Elective Courses (5000 level or above): (6 s.h. required)

Select 6 s.h. in consultation with the MPA Director	6
SUBTOTAL HOURS	6

Option for pre-service students: (6 s.h.)

PS	5900	Internship in Public Affairs	6
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OR

Option for in-service students: (6 s.h.)

Supervised field-based research course (5000 level or above)	3
One Additional course (5000 level or above)	3
SUBTOTAL HOURS	6
TOTAL HOURS	42

Thesis: None required

Proficiency: Students must demonstrate a proficiency in reading a foreign language or quantitative analysis as a research tool. The department may determine the proficiency required.

Comprehensive: Successful completion of a capstone experience (PS 5559) fulfills the requirement for a comprehensive examination.

Product of Learning: None required

Capstone/Capstone Experience: During the final semester of course work, candidates must complete PS 5559, Capstone in Public Administration (3 s.h.) which includes participation in a capstone conference as well as completion of a formal written and oral presentation of a management research project that integrates the theoretical and practical aspects of public administration.

Seminar: None required

NOTE: After the completion of one semester of successful graduate course work, students may be considered for admission to candidacy.

(For an explanation of the course prefixes used in the following list of courses, see the index.)

POLITICAL SCIENCE (PS)

PS 5000. Research Methods/(3).F.

The goal of this course is the development of the analytical abilities of the student. The foundations of inquiry, the various approaches to the study of social phenomena, and several analytical techniques are presented, discussed, and practiced. Prerequisite: an undergraduate statistics course. (Same as CJ 5000.)

PS 5010. Seminar in Political Philosophy/(3).S.

The seminar will provide an overview and critique of the literature in the field of political philosophy from the Enlightenment to the present.

PS 5020. Pro-Seminar in International Relations/(3).S.Alternate years.

The seminar will provide an overview and critique of the literature in the field on international relations.

PS 5030. Seminar in American Government and Politics/(3).F.

Special investigation of selected topics in American government and politics. The topics may vary from year to year.

PS 5040. Pro-Seminar in Comparative Politics/(3).S.Alternate years.

The seminar will provide an overview and critique of the literature in the field of comparative politics.

PS 5050. Seminar in Public Law and Judicial Behavior/(3).S.Alternate years.

An examination of the multiple roles of law and the judicial system in the formulation and execution of public policy, to include the role of the judiciary in politics and government with emphasis on variables affecting judicial decision making. (Same as CJ 5050.)

PS 5060. Seminar in Public Administration/(3).F.

History and development of the field of public administration with focus on the role of the administrator in the political process. Analysis of public agencies in a political context. Consideration of contemporary issues related to the field such as administrative ethics, decision making, and strategic planning.

(ADD - Effective: Fall, 2006)

PS 5070. Seminar in Media and Politics/(3).On Demand.

An examination of the large role played by the media in American and international politics. An examination of the large role played by the media in elections, state and local government, the judicial branch, Congress, the presidency, international affairs, and the individual political socialization process.

(ADD - Effective: Spring, 2006)

PS 5100. Seminar in Congressional Politics/(3).F.Alternate years.

Designed as an introduction to the major research on the U.S. Congress, students will critically examine theories of representation, congressional decision-making, the role of various institutional structures, and inter-branch relations.

(ADD - Effective: Spring, 2006)

PS 5110. Campaigns and Elections/(3).S.Alternate years.

An examination of the theoretical approaches used to study American campaigns and elections. The course will examine research on public opinion, voting behavior, campaign strategies, turnout, and electoral outcomes at the local, state and national levels of government.

PS 5120. Readings and Research in International Relations/(3).On Demand.

The course explores the problems and issues confronting international politics, new theoretical perspectives, and trends in the field of international relations. Topics may vary from semester to semester.

(ADD - Effective: Spring, 2006)

PS 5125. Readings and Research in Comparative Politics/(3).On Demand.

The course explores the problems and issues in various political systems, new theoretical perspectives of studying politics, and trends in the field of comparative politics. Topics may vary from semester to semester.

PS 5130. Appalachian Political Perspectives/(3).F.Alternate odd-numbered years.

An examination of the political process in the Appalachian region. The fundamental political problems, the interrelationships of Appalachia and its people with the larger American political system, political culture, and economy.

(ADD - Effective: Spring, 2006)

PS 5140. Emergency Management Systems/(3).F.Alternate years.

This course covers the roles and responsibilities of local, state and federal government agencies in times of disaster. Four key actions (planning, response, recovery and mitigation) are highlighted in understanding the changing role of government vis-a-vis individuals and businesses in minimizing loss of life and property due to natural, technological and terrorist actions. This course focuses on preparedness planning issues, intergovernmental relations, financial support for affected communities, and the changing requirements for professional development in Emergency Management in the 21st Century.

(ADD - Effective: Spring, 2006)

PS 5145. American Political Parties and Interest Groups/(3).S. **Alternate years.**

An examination of the history, formation, and maintenance of American political parties and interest groups. Existing literature and the theoretical importance of these intermediaries in the political process will be evaluated. The roles of parties and interest groups as organizations, the roles they play in electoral politics, how they mobilize voters, and their roles in government will be examined.

PS 5160. Topics in Public Administration/(3).S.

An examination of selected problems in public administration with emphasis on analytical case studies.

PS 5180. Public Policy Analysis and Program Evaluation/(3).S.

An examination of the major forces that influence the formation, implementation and administration of public policy and methodological approaches to assess the impact of public policies. Prerequisite: PS 5000. (Same as CJ 5180.)

PS 5260. Organization Theory and Behavior/(3).F.

An examination of the basic theoretical approaches and issues in organizations and organizational behavior and the dynamics of human interactions within public bureaucracies.

(ADD - Effective: Spring, 2006)

PS 5270. Not-for-Profit Organizations/(3).S. **Alternate years.**

An overview of the voluntary sector with emphasis on the administration and management of not-for-profit organizations. Areas of study will include theories on the development of not-for-profit organizations, government-nonprofit relationships, and advocacy efforts. Techniques of nonprofit management will include emphasis on ethics, board/volunteer recruitment, and marketing as well as grants and other funding sources.

PS 5330. Problems in State and Local Government/(3).S.

Research on selected topics in American state and local government. The topics may vary from year to year.

PS 5360. Public Personnel Administration/(3).S.

Overview of public personnel practices with a focus on methods of employee recruitment selection, evaluation, and related aspects. Analysis of issue areas such as fair employment practices, affirmative action, and comparable worth.

PS 5460. Budgeting and Fiscal Administration/(3).S.

The politics of budgeting, budgetary process, and fiscal administration in public and non-profit agencies.

PS 5500. Independent Study/(1-3).F;S.

PS 5530-5549. Selected Topics/(1-4). **On Demand.**

PS 5550. Law and Society/(3).S.

An examination of the relationship between the values and culture of a society and the laws which it adopts; how law interacts with and responds to change in social values as seen by the courts through selected cases. (Same as CJ 5550.) [Dual-listed with PS 4550.]

PS 5559. Capstone in Public Administration/(3).S.

This seminar integrates the theoretical and practical perspectives of public administration as a discipline. The capstone course involves students in management problem-solving as well as the following activities: development of executive skills; refinement of presentation skills; discussions of likely ethical situations; and securing public sector employment. Students present findings from a management research project in a capstone conference. Successful completion of the course fulfills the requirement for a comprehensive examination.

PS 5560. Local Government Administration/(3).S.

Administrative process, management, personnel, budget and finance, and intergovernmental relations in local government. Prerequisite: approval by the instructor. [Dual-listed with PS 4560.]

PS 5640. Studies in Regional Political Patterns/(1-3). **On Demand.**

An examination of selected regions of the world which have common historical and cultural patterns influencing their political styles and capabilities. Topics may vary from semester to semester. [Dual-listed with PS 4640.]

PS 5661. Court Administration/(3). **On Demand.**

This course is designed to familiarize students with the need for, and approaches to, more effective management of federal and state courts. Topics include court reform, court unification, caseload management, alternative dispute resolution, personnel management and training, and audio-visual applications in the courts, among others. (Same as CJ 5661.) [Dual-listed with PS 4661.]

PS 5665. Public Management/(3).S.

A study of the organization and operation of government agencies and their role in policy making and implementation and an examination of the various concepts and theories pertaining to administrative behavior and to the performance of the basic tasks of management. [Dual-listed with PS 4665.]

PS 5680. Organized Crime/(3).F. **Alternate years.**

This course will provide an examination and analysis of views on the phenomena of organized crime and efforts to control it. Attention will be paid to criminal organizations in the United States, their beginnings in other cultural and ethnic backgrounds and their relations with criminal organizations around the world. In today's world, criminal organizations in other countries and their activities have a major impact on crime in the United States. Therefore, a comparative approach to the subject must be used. (Same as CJ 5680). [Dual-listed with PS 4680.]

PS 5710. American Political Thought/(3). **On Demand.**

A survey of the diverse political ideas represented in the American state from the colonial period to the present. Special emphasis is given to the political problems that emerge with the process of industrialization and the movement into a postindustrial economy. [Dual-listed with PS 4710.]

PS 5720. International Organization and Law/(3).S.

An examination of the goals and structures of multinational organizations created to solve problems between nations, and the ways in which disputes between nations are settled. [Dual-listed with PS 4720.]

(ADD - Effective: Spring, 2006)

PS 5721. Human Rights/(3). **On Demand.**

The course surveys the major literature in the field of international human rights. It investigates the questions of ethics, morality and the practice of human rights globally and attempts to address why the issue of international human rights has come to the fore in international politics. [Dual-listed with PS 4721.]

PS 5722. U.S. Foreign Policy/(3).F. **Alternate years.**

Investigates U.S. foreign policy from differing perspectives, focusing on the historical record and contemporary issues. [Dual-listed with PS 4722.]

PS 5741. European Governments and Politics/(3).S. **Alternate years.**

An examination of patterns of governmental organization and socioeconomic policy outcomes in the democracies of Europe as a basis for comparative analysis. Major issues confronting the democracies will be studies for possible options and comparisons of policy. [Dual-listed with PS 4741.]

PS 5742. Politics of Developing Nations/(3).F.Alternate years.

Focuses on the efforts of a majority of the world's governments to meet the twin challenges of participatory politics and of the Global market economy. [Dual-listed with PS 4742.]

PS 5743. The European Union/(3).S.Alternate years.

The emergence of the European Union is one of the major events in European history. The course explores the genesis and evolution of the idea of European integration and chronicles its organizational development in the post WWII era. Emphasis is placed on the politics of integration and the emergence of the Union as a major participant in world events. [Dual-listed with PS 4743.]

PS 5744. Middle East Politics/(3).S.

An examination of the political, cultural, economic and social patterns of the Middle East. [Dual-listed with PS 4744.]

(ADD - Effective: Spring, 2006)

PS 5745. African Politics/(3).On Demand.

The course begins with the historical context of African politics. Then, it explores the problems of governance following independence and discusses the contemporary debate between two contending schools of thought in African politics and development: Afro-optimism and Afro-pessimism. It examines Africa's relations with developing and developed countries as well. [Dual-listed with PS 4745.]

PS 5748. Latin American Politics/(3).S.Alternate years.

Examines Latin American politics in detail covering historical context, political actors, and current issues in Latin America. [Dual-listed with PS 4748.]

PS 5800. Directed Research/(3).On Demand.

Directed research on a topic selected by the student in consultation with the instructor. Student is expected to write a major research paper on this topic. May not be repeated for credit. Prerequisite: PS 5000/CJ 5000.

PS 5850. Social Science Seminar/(3).On Demand.

A review and evaluation of the literature of the individual social science disciplines, as well as social science in general, emphasizing contemporary contexts, philosophical underpinnings, theoretical concerns, and methodological convergence. Prerequisite: twelve semester hours of graduate work. (Same as CJ 5850/GHY 5850/HIS 5850/SOC 5850.)

PS 5900. Internship in Public Affairs/(3-9).F;S.

Field work in government, community, professional offices and agencies and involvement in problem solving in these offices and agencies. Graded on an S/U basis.

PS 5989. Graduate Research/(1-9).F;S.

This course is designed to provide access to University facilities for continuing graduate research at the master's and specialist's levels. Graded on an S/U basis. PS 5989 does not count toward a degree.

(ADD - Effective: Spring, 2006)

PS 5998. Thesis Preparation/(3).F;S.

The purpose of this course is to offer the student who chooses to write a thesis the opportunity to initiate a literature search, review research strategies, develop hypotheses for testing, and prepare a thesis proposal for review by the thesis committee. Graded on an S/U basis. (PS 5998 is a prerequisite to PS 5999.)

PS 5999. Thesis/(3).F;S.

Graded on an S/U basis. Prerequisite: PS 5998.

CRIMINAL JUSTICE (CJ)**CJ 5000. Research Methods/(3).F.**

The goal of this course is the development of the analytical abilities of the student. The foundations of inquiry, the various approaches to the study of social phenomena, and several analytical techniques are presented, discussed, and practices. Prerequisite: an undergraduate statistics course. (Same as PS 5000.)

CJ 5050. Seminar in Public Law and Judicial Behavior/(3).S.Alternate years.

An examination of the multiple roles of law and the judicial system in the formulation and execution of public policy, to include the role of the judiciary in politics and government with emphasis on variables affecting judicial decision making. (Same as PS 5050.)

CJ 5060. Administration of Justice/(3).On Demand.

An examination of selected issues and problems in the administration of justice system.

CJ 5150. The American Justice System and Social Justice/(3).F.Alternate years.

This course is about possible relationships between criminal justice operations (law-making, law enforcement, adjudication, and punishment) and social justice.

CJ 5180. Public Policy Analysis and Program Evaluation/(3).S.

An examination of the major forces that influence the formation, implementation and administration of public policy and methodological approaches to assess the impact of public policies. Prerequisite: CJ 5000. (Same as PS 5180.)

CJ 5500. Independent Study/(1-3).F;S.**CJ 5530-5549. Selected Topics/(1-4).On Demand.****CJ 5550. Law and Society/(3).S.**

An examination of the relationship between the values and culture of a society and the laws which it adopts and how law interacts with and responds to change in social values as seen by the courts through selected cases. (Same as PS 5550.) [Dual-listed with CJ 4550.]

CJ 5620. Contemporary Police Issues/(3).S.Alternate years.

An examination of current social, legal, and organizational issues in contemporary law enforcement. [Dual-listed with CJ 4620.]

CJ 5660. Crime, Theory and Policy/(3).F.Alternate years.

An examination of crime policy and legislation and how theories of crime causation inform the formulation of crime policy. Attention will be given to research and how it can contribute to a more rational crime policy at the federal, state, and local level.

CJ 5661. Court Administration/(3).On Demand.

This course is designed to familiarize students with the need for, and approaches to, more effective management of federal and state courts. Topics include court reform, court unification, caseload management, alternative dispute resolution, personnel management and training, and audio-visual applications in the courts, among others. (Same as PS 5661.) [Dual-listed with CJ 4661.]

CJ 5670. Crime Analysis and Criminal Justice Planning/(3).S.Alternate years.

An examination of criminal justice policy and the formal and informal influences in the policy process. Planning is emphasized as a prelude to effective policy at the national, state and regional levels. A framework for the analysis of crime policy is offered for use in agency work.

CJ 5680. Organized Crime/(3).FAlternate years.

This course will provide an examination and analysis of views on the phenomena of organized crime and efforts to control it. Attention will be paid to criminal organizations in the United States, their beginnings in other cultural and ethnic backgrounds and their relations with criminal organizations around the world. In today's world, criminal organizations in other countries and their activities have a major impact on crime in the United States. Therefore, a comparative approach to the subject must be used. (Same as PS 5680.) [Dual-listed with CJ 4680.]

(*DELETE - Effective: Spring, 2006*)

CJ 5800. Decision Making in Criminal Justice/(3).On Demand.

A discussion and evaluation of the policies and practices of the criminal justice system, with focus upon how decisions are made by victims of crime, police, prosecutors, judges, corrections administrators, probation and paroling authorities; interaction of theory, research and practice into preparation of a senior research paper. [Dual-listed with CJ 4800.]

(*ADD - Effective: Spring, 2006*)

CJ 5805. Directed Research/(3).On Demand.

Directed research on a topic selected by the student in consultation with the instructor. Student is expected to write a major research paper on this topic. May not be repeated for credit. Prerequisite: CJ 5000/PS 5000.

CJ 5850. Social Science Seminar/(3).On Demand.

A review and evaluation of the literature of the individual social science disciplines, as well as social science in general, emphasizing contemporary contexts, philosophical underpinnings, theoretical

concerns, and methodological convergence. Prerequisite: twelve semester hours of graduate work. (Same as GHY 5850/HIS 5850/PS 5850/SOC 5850.)

CJ 5900. Internship in Criminal Justice/(3-12).F;S.

Field work in a criminal justice agency, office or institution and involvement in problem solving in these agencies and offices. Graded on an S/U basis.

CJ 5989. Graduate Research/(1-9).F;S.

This course is designed to provide access to University facilities for continuing graduate research at the master's and specialist's levels. Graded on an S/U basis. CJ 5989 does not count toward a degree.

(*ADD - Effective: Spring, 2006*)

CJ 5998. Thesis Preparation/(3).F;S.

The purpose of this course is to offer the student who chooses to write a thesis the opportunity to initiate a literature search, review research strategies, develop hypotheses for testing, and prepare a thesis proposal for review by the thesis committee. Graded on an S/U basis. (CJ 5998 is a prerequisite to CJ 5999.)

(*ADD - Effective: Spring, 2006*)

CJ 5999. Thesis/(3).F;S.

Graded on an S/U basis. Prerequisite: CJ 5998.

Department of Psychology

Paul A. Fox, Chair and Professor
Ph.D., Southern Illinois University
Behavior Therapy, Applied Social Research

Stanley R. Aeschleman, Provost and Executive Vice Chancellor; and Professor
Ph.D., University of Kentucky
Applied Behavior Analysis, Superstitious Behavior

Pamela Kidder Ashley, Associate Professor
Ph.D., University of Minnesota
Learning and Behavior Disorders in Children, Social and Emotional Development in Childhood, School Psychological Services

Verne R. Bacharach, Professor
Ph.D., University of Kansas
Human Intelligence, Research Methods and Statistics

Mary E. Ballard, Professor
Ph.D., West Virginia University
Developmental Psychology, Aggression

Doris G. Bazzini, Professor and Assistant Chair
Ph.D., University of Georgia
Relationship-Maintenance Strategies, Physical Attraction

Hall P. Beck, Jr., Professor
Ph.D., University of North Carolina at Greensboro
Human-Computer Interaction, Learning and Grade Orientations

Joshua J. Broman-Fulks, Assistant Professor
Ph.D., The University of Southern Mississippi
Anxiety Disorders and Related Psychopathology

James R. Deni, Professor
Ed.D., Baylor University
School Psychology, Biofeedback with Children

James C. Denniston, Associate Professor
Ph.D., State University of New York at Binghamton
General Experimental Psychology, Pavlovian and Instrumental Learning

Sandra G. Gagnon, Assistant Professor
Ph.D., University of South Carolina
Assessment and Intervention in Preschool and Early Elementary

Amy T. Galloway, Assistant Professor
Ph.D., University of Georgia
Development of Child Feeding Behavior, Picky Eating

Lisa Curtin Grizzard, Associate Professor
Ph.D., Virginia Polytechnic Institute and State University
Models of and Treatment for Substance Use/Abuse, Lifestyles Issues

Robert W. Hill, Associate Professor
Ph.D., Michigan State University
Personality Assessment, Psychotherapy

Timothy James Huelsman, Associate Professor
Ph.D., Saint Louis University
Mood and Personality in the Work Setting, Organizational Assessment

Timothy D. Ludwig, Professor
Ph.D., Virginia Polytechnic Institute and State University
Goal Setting, Organizational Behavior Management

Denise M. Martz, Professor
Ph.D., Virginia Polytechnic Institute and State University
Health Psychology, Integrative Medicine, Fat Talk

G. Todd McElroy, Assistant Professor
Ph.D., University of North Carolina at Greensboro
Prospect Theory, Risky-Choices, Priming of Framing Cues

Kurt D. Michael, Associate Professor
Ph.D., Utah State University
Pediatric Health Psychology, Child-Clinical Psychology

Gregory D. Reynolds, Assistant Professor
Ph.D., Virginia Polytechnic Institute and State University
Infant Attention and Memory

Courtney A. Rocheleau, Assistant Professor
Ph.D., University of Colorado-Boulder
Social Health Psychology, Organ Donation Decision-Making

Henry G. Schneider, Professor
Ph.D., West Virginia University
Child-Clinical Psychology

Kenneth M. Steele, Professor
Ph.D., University of Tennessee at Knoxville
Experimental Psychology, Learning

Dayna R. Touron, Assistant Professor
Ph.D., Syracuse University
Cognitive Aging, Skill Acquisition, Strategy Use and Metacognition

Douglas A. Waring, Associate Professor
Ph.D., Washington State University
Cognition and Individual Differences

Rose Mary Webb, Assistant Professor
Ph.D., Vanderbilt University
Individual Differences in Cognitive and Non-Cognitive Attributes

Joan B. Woodworth, Professor
Ph.D., The University of North Carolina at Chapel Hill
Dreams and Dream Interpretation, Cultural Studies

Mark C. Zrull, Associate Professor
Ph.D., University of South Carolina
Behavioral Neuroscience, Quantitative Psychology

The Department of Psychology offers the following graduate degree programs, and a graduate minor:

- (1) Master of Arts in Clinical Psychology (Major Code: 217A/42.0201)
- (2) Master of Arts in Health Psychology (Major Code: 296A/51.2310)
- (3) Master of Arts in Industrial-Organizational Psychology and Human Resource Management (Major Code: 258A/42.0901)
The Department of Psychology participates jointly with the Department of Management to offer this interdisciplinary graduate degree.
- (4) Master of Arts in Psychology, General Experimental (Major Code: 226A/42.0101)
- (5) Master of Arts in School Psychology (Major Code: 125A/42.1701) [T]
- (6) Specialist in School Psychology (SSP) (Major Code: 125A/42.1701) [T]
- (7) Graduate minor in Psychology (276/42.0101)

Graduates from the Clinical, Health, and School Psychology programs are eligible to apply for licensure as a Psychological Associate in North Carolina. Students enrolled in all programs are required to complete a 12-hour core sequence of courses in general psychology and research methods, earn a passing score on a comprehensive exam, and score above the 60th percentile on the GRE Psychology Subject Test or Academic Concentration Achievement Test (ACAT) prior to graduation.

Clinical Psychology: The purpose of the Master of Arts in Clinical Psychology (217A/42.0201) is to prepare the student to function competently in a variety of applied psychological settings. Through a program of course work, experiential learning in practicum settings, and independent research, students develop competencies for human problem solving. The students learn to perform a variety of clinical services, including interviewing, assessment and behavior change; they can administer programs aimed at enhancing and evaluating the effectiveness of human services. Close liaison is maintained with the various county, regional, and state human service organizations whose client populations and staff serve as learning resources for the students throughout their graduate careers. The practica and internship are very important features of the program. The cognitive content of course work is tested in the crucible of practical experience. The Master of Arts in Clinical Psychology (217A/42.0201) consists of 54 semester hours of graduate study including an internship.

Health Psychology: The Master of Arts in Health Psychology (296A/51.2310) is designed for students whose primary interest lies in working with persons with physical as well as psychological impairments. Similar to the Clinical Psychology program, students gain basic skills in assessment and provision of health services for psychological disorders. However, the Health Psychology program places greater training emphasis on assessment, intervention, and prevention of medical illness. Students take special courses in biofeedback, health psychology and behavioral medicine. The Master of Arts in Health Psychology (296A/51.2310) consists of 51 semester hours including an internship.

Industrial-Organizational Psychology and Human Resource Management: The interdisciplinary M.A. degree in Industrial-Organizational Psychology and Human Resource Management (258A/42.0901) is designed to equip students with advanced specialized training in human resource management. Students will have the opportunity to develop knowledge of theories, methods, and research findings and to acquire skills in applying this knowledge to organizational activities such as employee recruitment, selection, motivation, training and development, and performance appraisal. The interdisciplinary MA in I-O/HRM (258A/42.0901) consists of 48 semester hours that include required course work in both the Psychology Department and the Management Department. Either an internship or a thesis is required.

Psychology, General Experimental: The primary purpose of the Master of Arts in Psychology, General Experimental (226A/42.0101) is to provide a sound program of intensive course work and independent research beyond the bachelor's degree. The General Experimental program is based on a mentoring model with student-faculty academic and research relationships as a central component. Upon completion of this program, the student is prepared to pursue various scientific and applied activities. Most students choose to pursue doctoral work at other institutions. The Master of Arts in Psychology, General Experimental (226A/42.0101) consists of 33 semester hours including a thesis.

School Psychology: The School Psychology program is fully accredited by NCATE/NASP and by the NC Department of Public Instruction. The program is multidisciplinary and is designed to prepare graduates who are able to use their knowledge in the areas of psychology, education, and counseling to address the needs of children and adolescents in schools. Students are trained to provide comprehensive school psychological services, including psychoeducational assessment and intervention planning, consultation and problem solving, in-service education, individual and group counseling, program development and evaluation, and applied research. For students who enter with the bachelor's degree, the program requires three years of full-time study leading to a Master of Arts degree in School Psychology (125A/42.1701)[T] and a Specialist in School Psychology (SSP) degree (125A/42.1701)[T]. The program consists of 72 semester hours, including a year-long, full-time internship in a public school setting and completion of the national certification exam.

MASTER OF ARTS IN CLINICAL PSYCHOLOGY

Major Code: 217A/42.0201

Prerequisites:

Baccalaureate degree from an accredited college or university.

Completion of approved courses (or demonstrated competence in the subject matter) in General Psychology, Research Methods (including statistics), and Psychological Tests and Measurements.

Basic Criteria for Consideration:

Minimum requirement for admission:

[Undergraduate GPA X 400] + GRE-V + GRE-Q = 2100.

Other Criteria for All Applicants:

Interview.

Statement not exceeding two pages describing the applicant's academic and professional goals.

Resume or vita.

Three letters of recommendation.

Psychology

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Deadline:

1 March for Fall admission. No Spring admission.

Hours: 54 semester hours**General Psychology Core - Required Courses:**

PSY	5020	Research Methods in Psychology	3
PSY	5150	Pro-Seminar I: Learning and Cognition	3
PSY	5250	Pro-Seminar III: Biopsychology & Developmental Psychology	3
PSY	5030	Quantitative Methods in Psychology	3
OR			
PSY	5200	Pro-Seminar II: Social & Personality Psychology	3
		SUBTOTAL HOURS	12

Clinical Core - Required Courses:

PSY	5552	Advanced Abnormal Psychology	3
PSY	5700	Cognitive Assessment	3
PSY	5701	Personality Assessment	3
PSY	5705	Psychotherapy: Foundations and Ethics	3
PSY	5713	Child Psychopathology and Treatment	3
PSY	5714	Psychotherapy Interventions I	3
PSY	5715	Psychotherapy Interventions II	3
PSY	5901	Clinical Practicum I	3
PSY	5902	Clinical Practicum II	3
PSY	6900	Clinical Internship	6
		SUBTOTAL HOURS	33

Non-Thesis Option:

Three approved electives (5000 level or above)	9
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OR**Thesis Option:**

PSY	5998	Thesis Proposal	3
PSY	5999	Thesis	3
One approved elective (5000 level or above)	3		
		SUBTOTAL HOURS	9
		TOTAL HOURS	54

Thesis: Optional

Proficiency: Will be met by completion of PSY 5020.

Comprehensive: Each candidate will satisfactorily complete a comprehensive examination administered by the departmental advisor.

Product of Learning: None required

Capstone/Capstone Experience: None required

Seminar: None required

MASTER OF ARTS IN HEALTH PSYCHOLOGY

Major Code: 296A/51.2310

Prerequisites:

Baccalaureate degree from an accredited college or university.

Completion of approved courses (or demonstrated competence in the subject matter) in General Psychology and Research Methods (including statistics).

Basic Criteria for Consideration:

Minimum requirement for admission: (Undergraduate GPA X 400) + GRE-V + GRE-Q = 2100

Other Criteria for All Applicants:

Statement not exceeding two pages describing the applicant's academic and professional goals.

Resume or vita.

Three letters of recommendation.

Interview.

Deadline:

1 March for Fall admission. No Spring admission.

Hours: 51 semester hours**General Psychology Core - Required Courses:**

PSY	5020	Research Methods in Psychology	3
PSY	5150	Pro-Seminar I: Learning and Cognition	3
PSY	5250	Pro-Seminar III: Biopsychology & Developmental Psychology	3
PSY	5030	Quantitative Methods in Psychology	3
OR			
PSY	5200	Pro-Seminar II: Social & Personality Psychology	3
		SUBTOTAL HOURS	12

Clinical Core - Required Courses:

PSY	5552	Advanced Abnormal Psychology	3
PSY	5580	Foundations & Ethics of Health Psychology	3
PSY	5700	Cognitive Assessment	3
PSY	5701	Personality Assessment	3
PSY	5714	Psychotherapy Interventions I	3
PSY	5713	Child Psychopathology and Treatment	3
OR			
PSY	5715	Psychotherapy Interventions II	3
		SUBTOTAL HOURS	18

Health Psychology Core - Required Courses:

PSY	5581	Health Psychology Seminar	3
PSY	5582	Behavioral Medicine	3
PSY	5593	Biofeedback	3
PSY	6900	Health Psychology Internship	6
		SUBTOTAL HOURS	15

Non-Thesis Option:

Two approved electives (5000 level or above)

OR

Thesis Option:

PSY	5998	Thesis Proposal	3
PSY	5999	Thesis	3
		SUBTOTAL HOURS	6
		TOTAL HOURS	51

Thesis: Optional

Proficiency: Will be met by completion of PSY 5020.

Comprehensive: Each candidate will satisfactorily complete a comprehensive examination administered by the departmental advisor.

Product of Learning: None required

Capstone/Capstone Experience: None required

Seminar: None required

MASTER OF ARTS IN INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY AND HUMAN RESOURCE MANAGEMENT

Major Code: 258A/42.0901

Prerequisites:

Baccalaureate degree from an accredited college or university.

General Psychology (3 s.h.)

Introduction to Statistics (3 s.h.)

Basic Criteria for Consideration:

Minimum requirement for admission: (Undergraduate GPA X 400) + GRE-V + GRE-Q = 2100

Other Criteria for All Applicants:

Statement not exceeding two pages describing the applicant's academic and professional goals.

Resume or vita.

Three letters of recommendation.

Deadline:

1 March for Fall admission. No Spring admission.

Hours: 48 semester hours

General Psychology Core - Required Courses:

PSY	5020	Research Methods in Psychology	3
PSY	5030	Quantitative Methods in Psychology.	3
PSY	5150	Pro-Seminar I: Learning and Cognition	3
PSY	5200	Pro-Seminar II: Social and Personality Psychology	3
SUBTOTAL HOURS			12

Functional Interdisciplinary Core - Required Courses:

MGT	5040	Employment Law	3
MGT	5160	Strategic Human Resource Management	3
PSY 5065/MGT 5065		Organizational Development	3
PSY 5660/MGT 5660		Staffing	3
PSY 5661/MGT 5661		Performance Management	3
PSY 5671/MGT 5671		Training and Development	3
PSY 5672/MGT 5672		Advanced Organizational Psychology	3
SUBTOTAL HOURS			21

Thesis or Internship Requirement:

THESIS OPTION: (6 s.h.)

PSY	5998 Thesis Proposal (3 s.h.)
PSY	5999 Thesis (3 s.h.)

OR

INTERNSHIP OPTION: (6 s.h.)

Select one of the following:

MGT	5900 Internship (6 s.h.)	
PSY	6900 Internship (6 s.h.)	
SUBTOTAL HOURS		6

Electives:

Elective courses (5000 level or above)	9
SUBTOTAL HOURS	9
TOTAL HOURS	48

Thesis: Optional

Proficiency: Will be met by completion of PSY 5020.

Comprehensive: Each candidate will satisfactorily complete a comprehensive examination administered by the departmental advisor.

Product of Learning: None required

Capstone/Capstone Experience: Thesis or Internship

Seminar: None required

MASTER OF ARTS IN PSYCHOLOGY, GENERAL EXPERIMENTAL

Major Code: 226A/42.0101

Prerequisites:

Baccalaureate degree from an accredited college or university. Completion of approved courses (or demonstrated competence in the subject matter) in General Psychology and Research Methods (including statistics).

Basic Criteria for Consideration:

Minimum requirement for admission: (Undergraduate GPA X 400) + GRE-V + GRE-Q = 2100

Other Criteria for All Applicants:

Statement not exceeding two pages describing the applicant's academic and professional goals. Applicants should describe their research interests and identify a potential mentor from the General Experimental faculty.

Resume or vita.

Three letters of recommendation.

Deadline:

1 March for Fall admission. No Spring admission.

Hours: 33 semester hours

General Psychology Core - Required Courses:

PSY	5020	Research Methods in Psychology	3
PSY	5150	Pro-Seminar I: Learning and Cognition	3
PSY	5200	Pro-Seminar II: Social and Personality Psychology.	3
PSY	5250	Pro-Seminar III: Biopsychology & Developmental Psychology	3
SUBTOTAL HOURS			12

Research Core - Required Courses:

PSY	5010	Research Seminar	3
PSY	5030	Quantitative Methods in Psychology.	3
PSY	5530-5549	Selected Topics (two courses).....	4-6
PSY	5998	Thesis Proposal	3
PSY	5999	Thesis	3
SUBTOTAL HOURS			16-18

Approved Electives (5000 level or above) (3-5 s.h. required)

(courses to reach 33 total hours)

SUBTOTAL HOURS	3-5
TOTAL HOURS	33

Thesis: Required

Proficiency: Will be met by completion of PSY 5020.

Comprehensive: Each candidate will satisfactorily complete a comprehensive examination by scoring at or above the 70th percentile on the GRE Subject Test or the ACAT prior to graduation.

Product of Learning: None required

Capstone/Capstone Experience: Thesis

Seminar: None required

MASTER OF ARTS/SPECIALIST IN SCHOOL PSYCHOLOGY

Master of Arts in School Psychology (MA) (Major Code: 125A/42.1701)[T]

Specialist in School Psychology (SSP) (Major Code: 125A/42.1701)[T]

Upon completion of the requirements, the student will be awarded a Master of Arts degree in School Psychology (125A/42.1701)[T] and a Specialist in School Psychology (SSP) degree (125A/42.1701)[T] and will be eligible for licensure as a Level II School Psychologist in North Carolina.

Prerequisites:

Baccalaureate degree from an accredited college or university.

Completion of approved courses in Psychological Tests & Measurements, General Psychology, and Research Methods including Statistics or demonstrated competence in the area.

Basic Criteria for Consideration:

Minimum requirement for admission: (Undergraduate GPA X 400) + GRE-V + GRE-Q = 2100

Other Criteria for All Applicants:

Interview required.

Statement not exceeding two pages describing the applicant's academic and professional goals.

Resume or vita.

Three letters of recommendation.

Deadline:

1 March for Fall admission. No Spring admission.

Hours: 72 semester hours

Guideline I. General Psychology Core - Required Courses:

PSY	5020	Research Methods in Psychology	3
PSY	5150	Pro-Seminar I: Learning and Cognition	3
PSY	5250	Pro-Seminar III: Biopsychology & Developmental Psychology	3
PSY	5030	Quantitative Methods in Psychology	3
OR			
PSY	5040	Applied Psychological Research and Evaluation	3
		SUBTOTAL HOURS	12

Guideline II. Psychology of Learning Difficulties - Required Courses:

HPC	6620/PSY	6620 School-Based Consultation	3
RE	5715	Reading Assessment and Correction	3
		SUBTOTAL HOURS	6

Guideline III. Techniques of Measurement and Evaluation - Required Courses:

PSY	5691	Psychoeducational Assessment	3
PSY	5700	Cognitive Assessment	3
PSY	5765	Emotional/Behavioral Assessment in Schools	3
		SUBTOTAL HOURS	9

Guideline IV. Personality Development and Dynamics of Human Development - Required Courses:

HPC	5220	Counseling Theory and Techniques	3
PSY	5713	Child Psychopathology and Treatment	3
PSY	5716	Cognitive, Behavioral, and Systemic Interventions with Children	3
PSY	5800	Applied Behavior Management	3
		SUBTOTAL HOURS	12

Guideline V. Professional Development, and Supervised Experience - Required Courses:

PSY	5810	Functions and Ethics of the School Psychologist	3
PSY	5820	Psychoeducational Prevention/Interventions	3
PSY	5901	Practicum I	3
PSY	5902	Practicum II	3
PSY	6900	Internship (Fall)	6
PSY	6900	Internship (Spring)	6
		SUBTOTAL HOURS	24

Non-Thesis Option:

Three approved electives (5000 level or above)	9
OR	

Thesis Option:

PSY	5998	Thesis Proposal	3
PSY	5999	Thesis	3
One approved elective (5000 level or above)	3		
		SUBTOTAL HOURS	9
		TOTAL HOURS	72

Thesis: Optional

Proficiency: Will be met by completion of PSY 5020.

Comprehensive: Each candidate will satisfactorily complete a comprehensive examination administered by the departmental advisor, and the Praxis examination in School Psychology administered by ETS.

Product of Learning: None required

Capstone/Capstone Experience: None required

Seminar: None required

Graduate Minor in Psychology (276/42.0101)

A graduate minor in Psychology consists of 9-12 semester hours of PSY courses, including PSY 5655, Advanced General Psychology, with the remaining courses to be planned in consultation with an adviser in the Department of Psychology. Therapy, assessment, and practicum courses, and PSY 5989 may not be included in the minor.

The Department of Psychology also participates in a program leading to a Master of Arts degree in Social Science, Education (282*/13.1317) with a concentration in Community College/Psychology (282X). Therapy, assessment, and practicum courses may not be included in the MASS program. For detailed requirements, see the Social Science description.

(For an explanation of the course prefixes used in the following list of courses, see the index.)

PSYCHOLOGY (PSY)

PSY 5010. Research Seminar/(3).On Demand.

The seminar on selected topics in research is designed to handle the various problems encountered by students in their research. Students will present research proposals and discuss current research in various areas of psychology.

PSY 5011. Teaching of Psychology/(1).F;S.

A course required of all graduate teaching assistants responsible for teaching one or more sections of PSY 1200. Students will be introduced to alternative teaching approaches, guided in constructing tests, and provided information about teaching resources. Students' success in teaching will be evaluated. Graded on an S/U basis.

PSY 5020. Research Methods in Psychology/(3).F.

An examination of the procedures and principles involved with experimental, quasi-experimental, and other non-experimental research, including problem formulation, literature review, measurement issues, sampling, research design, data analysis, and report writing using APA format. Prerequisite: an undergraduate statistics course.

PSY 5030. Quantitative Methods in Psychology/(3).S.

This course continues the content of PSY 5020 and examines research/quantitative methods used in psychology. Students learn how to plan, structure, conduct and interpret statistical analyses. A written project is required. Prerequisite: PSY 5020.

PSY 5040. Applied Psychological Research and Evaluation/(3).S.

This course provides students with the opportunity to acquire skills necessary to perform independent research and evaluation in field settings. It continues the content of PSY 5020 for those students who will be employed in applied settings (e.g., schools, hospitals, and governmental agencies). Prerequisite: PSY 5020.

PSY 5065. Organizational Development/(3).S.

A study of the processes by which behavioral science knowledge and practices are used to help organizations achieve greater effectiveness. Emphasis on the nature, history, assumptions, strategies and models, intervention techniques, and ramifications of organizing development. (Same as MGT 5065.)

PSY 5150. Pro-Seminar I: Learning and Cognition/(3).F.

This course includes a critical evaluation of current issues and research in cognition and learning, and provides a historical account of important developments in these areas.

PSY 5200. Pro-Seminar II: Social and Personality Psychology/(3).S.

This course includes a critical evaluation of current issues and research in social and personality psychology, and provides a historical account of important developments in these areas.

PSY 5250. Pro-Seminar III: Biopsychology and Developmental Psychology/(3).S.

This course includes a critical evaluation of current issues and research in biopsychology and developmental psychology, and provides a historical account of important developments in these areas.

PSY 5500. Independent Study/(1-4).F;S.

PSY 5530-5549. Selected Topics/(1-4).On Demand.

A special topic may be offered depending upon student and faculty interest. Permission of the instructor required.

PSY 5552. Advanced Abnormal Psychology/(3).F;S.

A critical examination of major theories and data concerning persons with emotional disabilities. Emphasis placed on recent findings and experimental research. Alternative ways of viewing "abnormal" behaviors may be presented. Prerequisites: PSY 2400 and PSY 2401.

PSY 5555. Advanced Educational Psychology/(3).On Demand.

An exploration of how learning theory can be applied in the school environment by teachers, counselors, and administrators to enhance the learning experience.

PSY 5562. Psychology of Adulthood and Aging/(3).S.

A study of the physical, cognitive, social, and emotional development of adults. The psychological changes associated with the process of aging will be emphasized, with particular focus on cognitive and personality factors. Graduate students will be expected to become involved in an area of research. [Dual-listed with PSY 4562.]

PSY 5565. Adolescent Psychology/(3).On Demand.

An examination of the physical, intellectual, and emotional changes that occur during adolescence. Relationships among physical development, mental growth, adolescent interests, personality, and social consciousness, will be explored.

PSY 5580. Foundations and Ethics of Health Psychology/(3).F.

As an introduction to the profession of clinical and health psychology, the course will review the history of the field and important theoretical, legal and ethical aspects of practice of behavioral medicine and health psychology. Through course work and practical experience (i.e., role plays, interviews of volunteers), students will learn the basics of clinical interviewing, therapeutic relationship formation, and elementary intervention techniques.

PSY 5581. Health Psychology Seminar/(3).S.Alternate years.

This course is intended to provide a broad overview of many of the important contemporary public health issues such as health care reform, cardiovascular disease, cancer, AIDS, etc. Students will study epidemiology, large-scale applied research methods, and community health intervention methods focusing on primary, secondary, and tertiary levels of disease prevention. Through an individual or small group project, students will also become involved in intensive study within a selected area of health psychology and develop an original research proposal.

PSY 5582. Behavioral Medicine/(3).F.Alternate years.

Behavioral medicine represents a biopsychosocial approach to integrating methods and practices of clinical psychology with traditional medicine in determining disease etiology and in prescribing holistic treatment. Behavioral medicine focuses on secondary prevention and treatment of disease often in a one-on-one or group format. Disorders examined include myocardial infarction, cancer, obesity, headaches, and chronic pain. The major psychotherapeutic models used to treat medical disorders will be reviewed.

PSY 5593. Biofeedback/(3).S.

This course will review the historical background of biofeedback, stressing biofeedback as an aid in stress management, in the treatment of psychosomatic disorders and muscle relaxation, and in the physiological basis of self regulation. Students will have the opportunity to become familiar with the application of the EMC, ST trainer and other biofeedback instrumentation through demonstration and practice. Ethical issues are explored.

PSY 5610. Advanced Experimental Psychology/(3).On Demand.

A critical study of the major experimental findings and of research methodology in contemporary psychology. Emphasis will be placed upon problems in human learning and cognition.

PSY 5640. Seminar/(3).S.

Consideration of contemporary research issues in psychology. Opportunity for graduate students to consider a particular aspect of psychology in depth. Topics vary from year to year depending upon the interest of students. Prerequisite: six graduate hours in psychology.

PSY 5653. Health Psychology/(3).F;S.

This course includes a survey of major physical disabilities including cardiovascular disease, diabetes, AIDS, cancer, pain, obesity, eating disorders, and injury using a behavioral medicine orientation. Behavioral medicine represents a multidimensional approach to integrating behavioral and biomedical information in determining disease etiology and in prescribing comprehensive treatment. Prerequisite: PSY 2664 or permission of the instructor. [Dual-listed with PSY 4653.]

PSY 5655. Advanced General Psychology/(3).F.

An examination of selected contemporary topics in psychology and a review of the major areas of psychology. Prerequisite: PSY 2664 or permission of the instructor. [Dual-listed with PSY 4655.]

PSY 5660. Staffing/(3).F.

A study of techniques used in employee selection and placement. Emphasis is on job and task analysis and the application of psychology in recruitment, biographical data, interviewing, work samples, assessment centers, rating scales, and testing. (Same as MGT 5660.)

PSY 5661. Performance Management/(3).S.

The study of methods used to describe and measure work behavior. Specific attention is given to developing competencies in job analysis and performance management in order to facilitate the evaluation of employee contributions to organizational success. (Same as MGT 5661.)

PSY 5671. Training and Development/(3).S.

A study of the roles, functions, and skills of human resource development professionals. Consideration given to such topics as the philosophy and psychology of HRD, the design and implementation of training and development programs, and the major program areas and organizational settings for HRD. (Same as MGT 5671.)

PSY 5672. Advanced Organizational Psychology/(3).F.

An examination of theory and research focused on individual and social processes in organizations. Topics include organizational research methods, job attitudes, mood, work stress, motivation, leadership, work groups and teams, prosocial behaviors, organizational culture and climate, and organizational theory and structure. (Same as MGT 5672.)

PSY 5691. Psychoeducational Assessment/(3).F.

This course will serve as an introduction to school-based psychological assessment of children who might be at psycho-educational risk. Emphasis will be on pre-referral and referral processes, class-

room observations, and assessment of achievement, of adaptive behavior, and of low-incidence disabilities. Legal, ethical, and diversity issues will be considered. Report writing also will be emphasized.

PSY 5700. Cognitive Assessment/(3).F;S.

A practice-based study of the development, standardization, and interpretation of a variety of cognitive and developmental measures including the Wechsler Scales and selected other individually administered psychometric instruments. Supervised practice in administration, scoring, and interpretation is provided.

PSY 5701. Personality Assessment/(3).S.

A survey of the underlying theory, reliability, validity, and utility of several individually-administered personality assessment devices. Practice in administration, scoring, interpretation and report writing is included. Prerequisites: PSY 5700 and PSY 2401 or equivalents.

PSY 5705. Psychotherapy: Foundations and Ethics/(3).F.

This course involves learning fundamental clinical skills including interviewing and basic clinical interventions. Legal and ethical principles in the practice of clinical psychology are considered.

PSY 5713. Child Psychopathology and Treatment/(3).F.

A critical evaluation of the development of common psychological disorders in children and adolescents. The emphasis will be on developing skills in differential diagnosis and understanding current research on etiology. A systematic review of empirically verified treatments for the most prevalent disorders will be provided.

PSY 5714. Psychotherapy Interventions I/(3).S.

A critical evaluation of the current major approaches to and research concerning psychotherapeutic behavior change with adults. A systematic review of empirically verified treatments for the most prevalent disorders will be provided.

PSY 5715. Psychotherapy Interventions II/(3).S.

A critical evaluation of the current treatments for bipolar disorder, schizophrenia, trauma-based disorders, personality disorders, and sexual dysfunctions. The empirical literature will be reviewed, and students will have the opportunity to learn to apply empirically verified treatment techniques for these disorders.

PSY 5716. Cognitive, Behavioral, and Systematic Interventions with Children/(3).S.

The main emphasis in the class will be on developing the necessary knowledge to effectively implement empirically supported interventions for children and adolescents in clinical and school settings. An in-depth review of the treatments for the most common childhood disorders will be provided.

PSY 5717. Preschool and Low-Incidence Assessment/(3).SS;On Demand.

Advanced, practice-based study of psychoeducational assessment and intervention for preschoolers and children with low-incidence disabilities. Pertinent legal, ethical, and diversity issues and relevant federal regulations will be examined. Supervised practice with actual cases will be provided.

PSY 5765. Emotional/Behavioral Assessment in Schools/(3).S.

An overview of procedures, issues, techniques, and outcomes relevant to the assessment of emotional, behavioral, and social functioning of children and adolescents within school settings. Pertinent legal, ethical, and diversity issues and relevant federal and state regulations will be examined. Supervised practice with school-based cases will be provided.

PSY 5800. Applied Behavior Management/(3).S.

An advanced study of the philosophy, principles and procedures of applied behavior analysis and a review of selected research. Practical, ethical, and legal constraints on behavioral interventions are considered. Research conducted in institutional, educational and home settings is emphasized. Prerequisite: PSY 2664 or permission of the instructor. [Dual-listed with PSY 4700.]

PSY 5810. Functions and Ethics of the School Psychologist/(3).F.

As an introduction to the profession of school psychology, this course will review the history of the field and important current theoretical, legal, and ethical aspects of the practice of school psychology.

PSY 5820. Psychoeducational Prevention/Interventions/(3).F.

This course is designed to provide both system level and school-based prevention and interventions to effectively meet the increased needs of children. The course will also discuss effective evaluation of such programs.

PSY 5901. Practicum I/(3).On Demand.

Practicum experiences are available in the following areas:

Clinical Psychology

A group process oriented experience in which students focus on the development of such interpersonal skills as communication of self to others, feedback, self-disclosure, and constructive confrontation of others. Graded on an S/U basis.

School Psychology

This course is limited to graduate students in school psychology. The student will be placed in a public school setting one full day a week under professional supervision (both on site and in the university classroom). A minimum of 135 supervised clock hours must be completed. Tasks accomplished are commensurate with level of training. Graded on an S/U basis.

PSY 5902. Practicum II/(3).On Demand.

Practicum experiences are available in the following areas:

Clinical Psychology

Students are introduced to clinical practice by working in a local mental health facility. Clinical experience appropriate for their level of training is provided. Supervision is provided by staff psychologists and other area professionals in settings such as the Counseling and Psychological Services Center, area mental health centers, hospitals, and Developmental Evaluation Clinics. Graded on an S/U basis.

School Psychology

This course is limited to advanced graduate students in school psychology. The student will be placed in a public school or equivalent setting based on background and needs. Students work under on-site supervision and must attain a minimum of 135 supervised clock hours. Tasks accomplished are commensurate with level of training. Graded on an S/U basis.

PSY 5989. Graduate Research/(1-9).F;S.

This course is designed to provide access to University facilities for continuing graduate research at the master's and specialist's levels. Graded on an S/U basis. PSY 5989 does not count toward a degree.

PSY 5998. Thesis Proposal/(3).F;S.

Graded on an S/U basis.

PSY 5999. Thesis/(3).F;S.

Graded on an S/U basis. Prerequisite: PSY 5998.

PSY 6620. School-Based Consultation/(3).S;SS.

For school psychologists, counselors and other human service personnel in various fields who deal with parents and/or teachers in a consultative and educational capacity. The course will include a review of consultation models and theories of both a group and triadic nature. It will also provide an opportunity for role play which reflects actual consulting situations. Emphasis will be placed on concerns related to academic deficit, behavioral problems in the school and home, and family stress. (Same as HPC 6620.)

PSY 6900. Internship/(6).F;S.

Internships are required for students in the Clinical, School, and Health programs and are an option for students in the Industrial-Organizational Psychology and Human Resource Management (I/O-HRM) program. It is anticipated that students will spend a minimum of 75 contact hours in the field for each earned hour of credit. The requirements are listed below. Graded on an S/U basis.

Clinical Psychology/(6).F;S.

Six months full-time placement in a mental health setting under professional supervision; to include experience with psychological evaluation, individual and group psychotherapy and behavior change, work with interdisciplinary team, consultation with community agencies and schools, and work in institutional settings. Prerequisite: approval of the director of the clinical or rehabilitation program. Graded on an S/U basis.

School Psychology/(6).F;S.

Placement in a school setting under professional supervision; to include experience with psychological evaluation, individual and group counseling, behavior change strategies, work with interdisciplinary team, consultation with community agencies. All students enrolled in the School Psychology program must enroll in two, consecutive term, 6-hour internships to qualify for the Specialist in School Psychology (SSP). Graded on an S/U basis.

Health Psychology/(6).F;S.

The Health Psychology internship is a full semester 600-hour internship. It may be done in a hospital setting, physician's office, clinic or other appropriate setting. Students will develop skills in life style changes, pain control, situational counseling, management of eating disorders and other interventions related to health problems. Graded on an S/U basis.

Industrial/Organizational-Human Resource Management/(6).F;S.

Placement in an applied setting in which students can gain experience in various aspects of human resource management and development. Students will develop skills in personnel selection and placement, performance, appraisal, attitude measurement, motivation of employees, training and development of change within organizations. Students should enroll in MGT 5900 and are expected to complete a minimum of 450 hours over a period of ten weeks. Graded on an S/U basis.

Social Science

*Kenneth B. Muir, Master of Arts in Social Science Program Director;
and Associate Professor in the Department of Sociology and Social Work
Ph.D., Virginia Polytechnic Institute and State University
Media Sociology, Sociology of Sport, Inequality*

The Master of Arts degree in Social Science, Education (282*/13.1317) is a multidisciplinary graduate program with concentrations leading to teaching in the community college or secondary school licensure at the Advanced level. The following concentrations are offered:

- (1) Community College/Criminal Justice (282Y)
- (2) Community College/Geography (282N)
- (3) Community College/History (282O)
- (4) Community College/Political Science (282P)
- (5) Community College/Psychology (282X)
- (6) Community College/Sociology (282Q)
- (7) Secondary School (Advanced Licensure)/Anthropology (282R)[T]
- (8) Secondary School (Advanced Licensure)/Economics (282S)[T]
- (9) Secondary School (Advanced Licensure)/Geography (282T)[T]
- (10) Secondary School (Advanced Licensure)/History (282U)[T]
- (11) Secondary School (Advanced Licensure)/Political Science (282V)[T]
- (12) Secondary School (Advanced Licensure)/Sociology (282W)[T]

All courses offered through this program are coordinated with appropriate departments in the College of Arts and Sciences, the Walker College of Business, and the Reich College of Education. Chairs of these departments, or their designated representatives, serve on the Social Science Education Program Advisory Committee.

MASTER OF ARTS IN SOCIAL SCIENCE, EDUCATION

Major Code: 282*/13.1317

Concentrations: Community College/Criminal Justice (282Y)
Community College/Geography (282N)
Community College/History (282O)
Community College/Political Science (282P)
Community College/Psychology (282X)
Community College/Sociology (282Q)

The Master of Arts degree with a multidisciplinary major in Social Science, Education for community college teaching requires two 18-hour disciplinary concentrations from the areas listed below, as well as one class in Higher Education to meet the professional education requirement.

Prerequisite:

A baccalaureate degree from an accredited college or university with a major in a social science discipline or permission of the Program Director.

Basic Criteria for Consideration:

Undergraduate GPA in the major: 3.0 or higher

GRE Quantitative score: 450 or higher

GRE Writing score: 4.0 or higher

Other Criteria for All Applicants:

Three recommendations.

Deadline:

1 July for Fall/ 1 November for Spring/ 1 April for Summer

Hours: 39 semester hours

Required Courses:

Students are required to complete one professional education course (3 s.h.) and two concentrations (18 s.h. each), choosing from Community College/Criminal Justice (282Y), Community College/Geography (282N), Community College/History (282O), Community College/Political Science (282P), Community College/ Psychology (282X), and Community College/Sociology (282Q). Requirements for these concentrations are listed below. The Social Science Seminar course (CJ 5850/GHY 5850/HIS 5850/PS 5850/SOC 5850) must be included in one of the two concentrations.

Required:

Concentration #1 (chosen from the list below)	18
Concentration #2 (chosen from the list below)	18
SUBTOTAL HOURS	36

Professional Education Requirement: (3 s.h.)

(Choose one of the following courses with the approval of the Program Director.)		
HE	5420	The Community College
OR		
HE	5440	Instruction in Postsecondary Institutions
OR		
HE	5630	The Adult Learner
		SUBTOTAL HOURS
		3
		TOTAL HOURS
		39

Thesis: None required

Proficiency: None required

Comprehensive: A written comprehensive exam will be administered by the student's program advisory committee.

Product of Learning: None required

Capstone/Capstone Experience: None required

Seminar: CJ/GHY/HIS/PS/SOC 5850 Social Science Seminar (3 s.h.) must be taken after candidacy acceptance within one of the chosen discipline concentrations, and will count toward that discipline's 18 s.h. requirement.

COMMUNITY COLLEGE/CRIMINAL JUSTICE CONCENTRATION (282Y) (18 s.h. required)

Choose three courses (9 s.h.) from the following; must include CJ 5000 if a research methods course is not included in the other concentration:

CJ	5000	Research Methods (3 s.h.)
CJ	5050	Seminar in Public Law and Judicial Behavior (3 s.h.)
CJ	5060	Administration of Justice (3 s.h.)
CJ	5150	The American Justice System and Social Justice (3 s.h.)
CJ	5620	Contemporary Police Issues (3 s.h.)
CJ	5660	Crime, Theory and Policy (3 s.h.)
		SUBTOTAL HOURS
		9

Choose three courses (9 s.h.) from the following:

[May include CJ 5850 (Social Science Seminar) only if a 5850 seminar is not included in the other concentration.]

CJ	5180	Public Policy Analysis and Program Evaluation (3 s.h.)
CJ	5500	Independent Study (3 s.h.)
CJ	5530-5549	Selected Topics (3 s.h.)
CJ	5661	Court Administration (3 s.h.)
CJ	5670	Crime Analysis and Criminal Justice Planning (3 s.h.)
CJ	5680	Organized Crime (3 s.h.)
CJ	5850	Social Science Seminar (3 s.h.)
		SUBTOTAL HOURS
		9
		TOTAL CONCENTRATION HOURS
		18

COMMUNITY COLLEGE/GEOGRAPHY CONCENTRATION (282N) (18 s.h. required)

Required courses:

GHY	5000	Research Themes and Methods	3
GHY	5100	Seminar in Physical Geography	3
GHY	5110	Seminar in Spatial Analysis	3
GHY	5130	Seminar in Human Geography	3
		SUBTOTAL HOURS	
		12	

Additional approved electives above 5000 (6 s.h. required)

[May include GHY 5850 (Social Science Seminar) only if a 5850 seminar is not included in the other concentration.]

		SUBTOTAL HOURS	6
		TOTAL CONCENTRATION HOURS	
		18	

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COMMUNITY COLLEGE/HISTORY CONCENTRATION (282O) (18 s.h. required)

Required course(s):

HIS	5206	Studies in American History (2-9 s.h.)	9
(Variable content. Barring duplication, a student may repeat the course and earn a total of 9 s.h.)			

Additional 9 s.h. chosen from among the following 9

[May include HIS 5850 (Social Science Seminar) only if a 5850 seminar is not included in the other concentration.]

HIS	5104	Philosophy of History (2 s.h.)	
HIS	5106	Studies in European History (2-9 s.h.)	
HIS	5204	Interpreting American History (3 s.h.)	
HIS	5406	Studies in Asian History (3 s.h.)	
HIS	5450	History and Social Studies Education (3 s.h.)	
HIS	5530-5549	Selected Topics (1-4 s.h.)	
HIS	5550	Tsarist Russia (3 s.h.)	
HIS	5552	The Soviet Union and Russia (3 s.h.)	
HIS	5564	History of Canada (3 s.h.) HIS 5850 Social Science Seminar (3 s.h.)	
TOTAL CONCENTRATION HOURS			18

COMMUNITY COLLEGE/POLITICAL SCIENCE CONCENTRATION (282P) (18 s.h. required)

Required courses:

PS	5000	Research Methods	3
PS	5030	Seminar in American Government and Politics	3
PS	5020	Pro-Seminar in International Relations	3
OR			
PS	5120	Readings and Research in International Relations	3
AND			
PS	5040	Pro-Seminar in Comparative Politics	3
SUBTOTAL HOURS			12

Additional 6 s.h. chosen from among the following:

[May include PS 5850 (Social Science Seminar) only if a 5850 seminar is not included in the other concentration.]

CJ	5150	The American Justice System and Social Justice (3 s.h.)	
AND			
PS	5050	Seminar in Public Law and Judicial Behavior (3 s.h.)	
PS	5060	Seminar in Public Administration (3 s.h.)	
PS	5130	Appalachian Political Perspectives (3 s.h.)	
PS	5330	Problems in State and Local Government (3 s.h.)	
PS	5530-5549	Selected Topics (1-4 s.h.)	
PS	5850	Social Science Seminar (3 s.h.)	
SUBTOTAL HOURS			6
TOTAL CONCENTRATION HOURS			18

COMMUNITY COLLEGE/PSYCHOLOGY CONCENTRATION (282X) (18 s.h. required)

This concentration must be planned in consultation with an advisor in the Department of Psychology. The ability of Social Science, Education students to pursue this concentration will be contingent upon the approval of a Psychology Department committee and upon submission of evidence that the student has passed a research methods course in Psychology.

Required course:

PSY	5655	Advanced General Psychology	3
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Additional 15 s.h. of approved electives, 5000 level or above 15

[excluding the Therapy, Assessment, and Practicum courses (PSY 5700, PSY 5701, PSY 5901 and PSY 5902)]

TOTAL CONCENTRATION HOURS **18**

COMMUNITY COLLEGE/SOCIOLOGY CONCENTRATION (282Q) (18 s.h. required)

Required courses:

SOC	5025	Advanced General Sociology	3
SOC	5200	Contemporary Sociological Theory	3
SOC	5350	Contemporary Social Issues	3
SUBTOTAL HOURS			9

Additional approved electives (5000 level or above) (9 s.h.)

[May include SOC 5850 (Social Science Seminar) only if a 5850 seminar is not included in the other concentration.]

SUBTOTAL HOURS	9
TOTAL CONCENTRATION HOURS	18

MASTER OF ARTS IN SOCIAL SCIENCE, EDUCATION+

Major Code: 282*/13.1317

Concentrations:

- Secondary School (Advanced Licensure)/Anthropology (282R)[T]
- Secondary School (Advanced Licensure)/Economics (282S)[T]
- Secondary School (Advanced Licensure)/Geography (282T)[T]
- Secondary School (Advanced Licensure)/History (282U)[T]
- Secondary School (Advanced Licensure)/Political Science (282V)[T]
- Secondary School (Advanced Licensure)/Sociology (282W)[T]

The Master of Arts degree with a multidisciplinary major in Social Science, Education for secondary school teaching at the Advanced licensure level will allow an individual to teach in any or all of the social studies areas (anthropology, economics, geography, history, political science, and sociology).

Prerequisites:

Baccalaureate degree from an accredited college or university.

For the Secondary School (Advanced Licensure) concentrations only:

- North Carolina "A" license or the equivalent from another state.
- Undergraduate major in a social science discipline at the middle-school or secondary-school level.
- One year of teaching experience.

Basic Criteria for Consideration:

Undergraduate GPA in the major: 3.0 or higher

GRE Quantitative score: 450 or higher

GRE Writing score: 4.0 or higher

Other Criteria for All Applicants:

Three recommendations.

Deadline:

1 July for Fall/ 1 November for Spring/ 1 April for Summer

Hours: 39 semester hours

+Advanced Licensure: Requirements for this degree were designed, and have been approved by the appropriate bodies at the state level, to meet the advanced competencies as mandated in the North Carolina Excellent Schools Act for Master-level teacher education programs.

Social Science Required Courses: (21 s.h.)

Geography 6

Choose two of the following GHY courses:

- | | |
|----------|--|
| GHY 5100 | Seminar in Physical Geography (3 s.h.) |
| GHY 5110 | Seminar in Spatial Analysis (3 s.h.) |
| GHY 5130 | Seminar in Human Geography (3 s.h.) |
| GHY 5301 | Regional Geography (3 s.h.) |

History 6

HIS 5106 Studies in European History (3 s.h.)

HIS 5206 Studies in American History (3 s.h.)

Political Science 3

PS 5030 Seminar in American Government and Politics (3 s.h.)

Sociology 3

SOC 5025 Advanced General Sociology (3 s.h.)

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Geography, History, Political Science, Sociology	3
GHY 5850/HIS 5850/PS 5850/SOC 5850 Social Science Seminar (3 s.h.)	
SUBTOTAL HOURS	21

Social Science Electives: (6 s.h. required)

Choose two of the following:

Anthropology	
ANT 5120	Appalachian Culture and Social Organization (3 s.h.)
OR	
ANT 5200	Sustainable Development: Theory, Method and Case (3 s.h.)
Economics	
MBA 5100	Macroeconomics for Business (3 s.h.)
Political Science	
PS 5040	Pro-Seminar in Comparative Politics (3 s.h.)
	SUBTOTAL HOURS
	6

Professional Education Requirements: (12 s.h.)

CI 5040/FDN 5040/RE 5040/SPE 5040 Teacher as Researcher	3
CI 5045/SPE 5045	Advanced Topics in Diversity
CI 5055	Connecting Learners and Subject Matter
CI 5585/LHE 5585	Teacher Leadership and School Improvement
	SUBTOTAL HOURS
	12
	TOTAL HOURS
	39

Thesis: None required

Proficiency: None required

Comprehensive: An oral comprehensive exam and a defense of the product of learning portfolio will be administered by the student's advisory committee.

Product of Learning: A product of learning portfolio must be completed. This portfolio will be developed over the course of the entire curriculum.

Capstone/Capstone Experience: Product of Learning

Seminar: None required

Department of Sociology and Social Work

W. Edward Folts, Chair and Professor

Ph.D., University of Florida

Gerontology, Complex Organizations

Dana M. Greene, Assistant Professor

Ph.D., University of Michigan

Racial and Ethnic Relations, Sociology of Religion, Sociology of the Middle East, Sociology of Genocide, Social Stratification, Social Psychology, Sociological Theory

Kenneth B. Muir, Associate Professor; and Director of the Master of Arts in Social Science Program

Ph.D., Virginia Polytechnic Institute and State University

Media Sociology, Sociology of Sport, Inequality

Bradley Nash, Jr., Assistant Professor

Ph.D., Virginia Polytechnic Institute and State University

Sociological Theory, Political Sociology, Social Inequality

James R. Peacock, Assistant Professor

Ph.D., The University of Akron

Gerontology, Life Course, Death/Dying, Religion/Religiosity/Spirituality

Janice G. Rienerth, Professor

Ph.D., Southern Illinois University

Criminology, Corrections, Women in the Criminal Justice System, Applied Sociology, Internships

Edwin Rosenberg, Professor; and Director of the Gerontology Program

Ph.D., University of Southern California

Gerontology, Research Methods, Sociology of Sport

The Department of Sociology and Social Work is the academic home of and participates in the Master of Arts in Social Science, Education (MASS) Program (Major Code: 282*/13.1317). The MASS program includes twelve separate academic concentrations within two areas: community college teaching and secondary school (advanced licensure). For detailed requirements, see the index for "Social Science." For more information, contact the program director at (828) 262-2293, or visit our website at www.mass.appstate.edu.

The Department of Sociology and Social Work is also the academic home of the Master of Arts in Gerontology Program (Major Code: 245A/30.1101) and the Master of Arts in Gerontology (Major Code: 256*/30.1101) with concentrations in Counseling (256B), Lifespan Transitions (256D), and Program Administration (256C). For detailed requirements, see the index for "Gerontology."

GRADUATE CERTIFICATE IN GERONTOLOGY

A graduate certificate in Gerontology (110A/30.1101) is offered in the Department of Sociology and Social Work. For more information, contact the program director at (828)262-2293, or visit our website at www.aging.appstate.edu.

(For an explanation of the course prefixes used in the following list of courses, see the index.)

SOCIOLOGY (SOC)

SOC 5025. Advanced General Sociology/(3).F.

Systematic critical analysis of the state of the sociology discipline and of major sociological principles and ideas.

SOC 5110. Research Problems I/(3).F.

Survey of social research methodologies. Includes the foundations of inquiry, theory construction, and the investigation of various approaches to the study of social phenomena. Topics covered include observation, non-intrusive research, content analysis, focused and unfocused interviewing, scale and index construction, sampling and survey research designs.

SOC 5200. Contemporary Sociological Theory/(3).F.

A review and assessment of the works of leading contemporary sociologists with critical analysis centering around the nature of sociological explanation.

SOC 5270. Complex Organizations/(3).On Demand.

An examination of theories of large scale organizations with a substantive, comparative analysis of types of organization such as bureaucratic, prison, hospital, industrial, scientific, and voluntary organizations.

SOC 5300. Appalachia in Social Context/(3).S.

Examines the social relationships among the people who inhabit the geographical region known as Appalachia. Focus upon the social history, demography, and social institutions of the region.

SOC 5350. Contemporary Social Issues/(3).F.

A critical analysis of some of the major social issues in American society. Emphasis will be placed upon the theoretical and empirical implications of social attitudes toward the explanation, treatment, and public policy decisions related to these issues.

SOC 5400. Sociology of Adult Development and Aging/(3).F.

A sociological approach to the study of the stages of adult life. This will include current theory and research on the processes of development and age-related changes during the adult years.

SOC 5420. Health Care and Aging/(3).S.

An analysis of how aging related changes impact the range and delivery of health care programs. Issues considered include health, long-term care, elder abuse, family care giving patterns, health insurance models, and how cost, quality, and access impact health care for the elderly.

SOC 5500. Independent Study/(1-4).On Demand.

SOC 5530-5549. Selected Topics/(1-4).On Demand.

An opportunity to study a special topic or combination of topics not otherwise provided for in the sociology curriculum. May be repeated for credit when content does not duplicate.

SOC 5560. Race and Minority Relations/(3).F.

Examination of intergroup relations, including racial, ethnic, and women's issues; the bases of conflict, accommodation, and assimilation; the nature and consequences of prejudice and discrimina-

tion; evaluation of proposals for reduction or elimination of prejudice and discrimination. [Dual-listed with SOC 4560.]

SOC 5570. The Addictive Process/(3).F;S.

An examination of sociological and psychological contributants to alcohol and drug addiction and abuse in our society. The addictive process and its impact on the individual and society are described, as well as treatment and prevention program efforts. Students will also examine their own feelings and attitudes about alcohol and drug use and abuse. (Same as HPC 5560.) [Dual-listed with SOC 4570.]

SOC 5600. Political Sociology/(3).S.Alternate years.

An analysis of the social influences on political behavior, the relationship between political and other institutions, the uses and abuses of political power. [Dual-listed with SOC 4600.]

SOC 5630. Programs and Services for Older Adults/(3).F.

This course focuses on both policy and practice issues related to services for older adults. Drawing on research from both sociology and social work, the long-term impact of an aging society on social institutions as well as relevant modes of practice in addressing the needs of the older population are emphasized. (Same as SW 5630.) [Dual-listed with SOC 4630.]

SOC 5650. Women in the Justice System/(3).S.

This course will explore issues related to women in the criminal justice system. It will examine the types of crime committed by women, treatment of women by police, courts, and the correctional system, women's victimization by battering, rape, and harassment, and women in non-traditional criminal justice occupations. [Dual-listed with SOC 4650.]

SOC 5710. Rural and Urban Communities/(3).S.Alternate years.

Analysis of the structure and functioning of rural and urban communities; social organization and change within and among communities. [Dual-listed with SOC 4710.]

SOC 5750. Social Stratification/(3).F.

A study of the distribution of wealth, power, privilege, and prestige. The course examines conservative, liberal, and radical explanations of human inequality. Cross-cultural and comparative analysis is used to focus on various problems of inequality and their consequences. [Dual-listed with SOC 4750.]

SOC 5800. Sociology of the Family/(3).S.

The origin and development of the family as a social institution; the contemporary family in various cultures; the relationship of the family to the economic, political, religious, and educational institutions in American society. Prerequisite (for undergraduates): SOC 1110. [Dual-listed with SOC 4800.]

SOC 5850. Social Science Seminar/(3).On Demand.

A review and evaluation of the literature of the individual social science disciplines, as well as social science in general, emphasizing contemporary contexts, philosophical underpinnings, theoretical

concerns, and methodological convergence. Prerequisite: twelve semester hours of graduate work. (Same as CJ 5850/GHY 5850/HIS 5850/PS 5850.)

SOC 5900. Internship: Field Experience/(3-12).F;S.

Supervised placement in a setting which provides an opportunity to observe and practice sociological skills. Graded on an S/U basis.

SOC 5950. Globalization and Population/(3).On Demand.

This course examines how worldwide changes have given rise to global organizations, global inequities and some environmental degradation. Special emphasis is placed on how the population dynamics of fertility, mortality and migration underlie many global issues and create new conflicts. [Dual-listed with SOC 4850.]

SOC 5989. Graduate Research/(1-9).F;S.

This course is designed to provide access to University facilities for continuing graduate research at the master's and specialist's levels. Graded on an S/U basis. SOC 5989 does not count toward a degree.

SOC 5990. Research Problems II/(3).S.

For students not writing a thesis. Content focuses upon the development of a research proposal including a review of literature, derivation of a theoretical overview, and the outline of a research design. Graded on an S/U basis. Prerequisite: SOC 5110.

SOC 5999. Thesis/(1-6).F;S.

Graded on an S/U basis.

SOCIAL WORK (SW)

SW 5555. Death, Dying, and Living/(3).F.

An examination of how dying, death, and grief are experienced, including how support can be given through helping relationships to those who are dying or experiencing bereavement. Consideration will be given to the issues of euthanasia, suicide, body disposition, living wills, and the relationship of death to life. Students will have the opportunity to explore personally the meaning of death, other experiences of loss, and the quality of life. [Dual-listed with SW 4555.]

SW 5565. Human Sexuality and Family Living/(3).S.

Information and concepts of human sexuality including physiological, social, psychological, and moral aspects will be studied. Such topics as dating, marriage, prenatal and postnatal care and intrafamily relationships leading to reduction of stress on family members are also to be included. Emphasis will be placed on communication skills-building. [Dual-listed with SW 4565.]

SW 5630. Programs and Services for Older Adults/(3).F.

This course focuses on both policy and practice issues related to services for older adults. Drawing on research from both sociology and social work, the long-term impact of an aging society on social institutions as well as relevant modes of practice in addressing the needs of the older population are emphasized. (Same as SOC 5630.) [Dual-listed with SW 4630.]

Department of Technology

Sidney G. Connor, Chair and Professor
Ph.D., Kansas State University
Leadership

John R. Craft, Professor
Ed.D., North Carolina State University
Graphic Arts and Imaging Technology

Garner G. Dewey, Assistant Professor
Ph.D., The University of Georgia
Drafting and Design

Debra C. Edwards, Professor
Ed.D., Clemson University
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Marie C. Hoepfl, Associate Professor and Graduate Coordinator
Ed.D., West Virginia University
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Ph.D., Vanderbilt University
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M.T.S., Drew University
Construction Technology

Margot A. Olson, Associate Professor
Ph.D., Florida State University
Interior Design, Educational Research

Brian W. Raichle, Assistant Professor
Ph.D., North Carolina State University
Appropriate Technology

Jeffrey E. Ramsdell, Associate Professor
Ph.D., University of Central Florida
Construction Technology, Materials Science

Dennis M. Scanlin, Professor
Ed.D., West Virginia University
Appropriate Technology

Jeffrey S. Tiller, Professor
M.S., Georgia Institute of Technology
Building Science

Robin S. Williams, Assistant Professor
Ed.D., North Carolina State University
Graphic Arts and Imaging Technology

The Department of Technology offers courses in a variety of technical areas, including appropriate technology, construction, drafting and design, furniture studies, graphic arts and imaging technology, interior design, electronics, technical photography, technology education, and trade and industrial education. Students in the graduate program have the opportunity to develop prerequisite and advanced technical skills in relation to specific concentration areas. Emphasis at the graduate level includes leadership, research, and human relations skill development. A team-based, problem-solving approach to course work and research is stressed. Practical experiences from industry and/or education are integrated into the core courses. The program's aim is to foster philosophies for lifelong learning and skills for being effective in environments involving continual change. Graduates of the Department of Technology are prepared for careers in fields such as industrial training, building science management, technical sales, print production management, secondary school teaching, community college teaching, or for continuing education at the doctoral level.

The Technology Department offers the following graduate degree programs:

- (1) Master of Arts in Industrial Technology (Major Code: 532A/15.0612), with a required thesis.
- (2) Master of Arts in Industrial Technology (Major Code: 538*/15.0612), with four concentrations (non-thesis option):
 - (a) Appropriate Technology (538C)
 - (b) Building Science (538D)
 - (c) Graphic Arts and Imaging Technology (538E)
 - (d) Technical Communications (538H)
- (3) Master of Arts in Technology Education (Major Code: 546*/13.1309) leads to "M" license if teaching certificate is already held, with two concentrations:
 - (a) Community College Teaching (546B)
 - (b) Secondary School Teaching (546S)[T]

MASTER OF ARTS IN INDUSTRIAL TECHNOLOGY (WITH A REQUIRED THESIS)

Major Code: 532A/15.0612

This is a non-teaching degree program in which students are required to do a thesis.

Prerequisite:

Baccalaureate degree from an accredited college or university.

Basic Criteria for Consideration:

(Undergraduate GPA from last 60 hours X 400) + GREV + GREQ = >2000

Applicants who have work experience but who do not meet the above criteria may be eligible for admission after an evaluation of the following:

- Interview
- Work experience
- Written statement of goals

Other Criteria for All Applicants:

Three recommendations.

Deadline:

1 July for Fall/ 1 November for Spring/ 1 April for Summer

Hours: 30 semester hours

Required Courses:

TEC	5000	Research in Technology	3
TEC	5119	Industrial Leadership, Organization, and Communication	3
TEC	5129	Project Management	3
TEC	5139	Technology and Culture	3
TEC	5670	Seminar	0
TEC	5809	Research and Development in Technical Areas.....	3
TEC	5909	Computer Uses for Industrial Research and Development	3
TEC	5999	Thesis	24
		SUBTOTAL HOURS	20-22

Approved Electives (5000 level or above): (8-10 s.h. required)

(To be selected by the student in consultation with her/his graduate committee.)

SUBTOTAL HOURS	8-10
TOTAL HOURS	30

Thesis: Required

Proficiency: None required

Comprehensive:

Thesis Proposal (end of first year) and Thesis Defense. Students in this major will select their thesis committee and defend their thesis proposal in a scheduled meeting. During the last one-third of the program and at least 14 calendar days prior to the last day of classes for the semester, there will be an oral defense of the thesis. Students writing a thesis should follow the guidelines and deadlines developed by the Graduate School in the THESIS HANDBOOK, as well as departmental guidelines.

Product of Learning: None required

Capstone/Capstone Experience: None required

Seminar: Full-time students are required to enroll in TEC 5670 (Seminar) for the first three consecutive semesters. Part-time students are required to enroll in TEC 5670 for one semester.

NOTE: Refer to the "General Notes for the Department of Technology" at the end of this departmental section, before the TEC course listings.

MASTER OF ARTS IN INDUSTRIAL TECHNOLOGY (Non-Thesis Option)

Major Code: 538*/15.0612

Concentrations:

- Appropriate Technology (538C)
- Building Science (538D)
- Graphic Arts and Imaging Technology (538E)
- Technical Communications (538H)

This is a non-teaching degree program in which students must choose an approved concentration. Students do not do a thesis.

Prerequisite:

Baccalaureate degree from an accredited college or university.

Basic Criteria for Consideration:

(Undergraduate GPA from last 60 hours X 400) + GREV + GREQ = >2000

Applicants who have work experience but who do not meet the above criteria may be eligible for admission after an evaluation of the following:

- Interview
- Work experience
- Written statement of goals

Other Criteria for All Applicants:

Three recommendations.

Deadline:

1 July for Fall/ 1 November for Spring/ 1 April for Summer

Hours: 36 semester hours

Required Courses:

TEC 5000	Research in Technology	3
TEC 5119	Industrial Leadership, Organization, and Communication	3
TEC 5129	Project Management	3
TEC 5139	Technology and Culture	3
TEC 5670	Seminar	0
TEC 5809	Research and Development in Technical Areas	3
TEC 5909	Computer Uses for Industrial Research and Development	3
	SUBTOTAL HOURS	18

Remaining Courses:

CONCENTRATION course requirements 9-12

[Each program of study will include 9-12 s.h. of course work (5000 level or above) selected from the specified list of courses for each of the following concentrations: Appropriate Technology (538C), Building Science (538D), Graphic Arts and Imaging Technology (538E), and Technical Communications (538H). (See the Graduate Coordinator in the Department of Technology for the specified lists.) The remaining elective courses will be selected by the student in consultation with her/his graduate committee and may include interdisciplinary course work. Students may take a maximum of 12 semester hours of "bi-level" courses.]

Approved Electives (5000 level or above)	6-9
SUBTOTAL HOURS	18
TOTAL HOURS	36

Thesis: None required

Proficiency: None required

Comprehensive: Core exam (end of first year) and Oral Presentation for Technical Competencies - Students selecting the non-thesis option will have a written and oral exam covering information from the core classes. During the last one-third of the program and at least 14 calendar days prior to the date the candidate receives the degree, there will be an oral presentation of technical competencies to the program committee.

Product of Learning: None required

Capstone/Capstone Experience: None required

Seminar: Full-time students are required to enroll in TEC 5670 (Seminar) for the first three consecutive semesters. Part-time students are required to enroll in TEC 5670 for one semester.

NOTE: Refer to the "General Notes for the Department of Technology" at the end of this departmental section, before the TEC course listings.

MASTER OF ARTS IN TECHNOLOGY EDUCATION

Major Code: 546*/13.1309

Concentration: Community College Teaching (546B)

This concentration will not result in North Carolina "M" licensure.

Prerequisite:

Baccalaureate degree from an accredited college or university

Basic Criteria for Consideration:

(Undergraduate GPA from last 60 hours X 400) + GREV + GREQ = >2000

Applicants who have work experience but who do not meet the above criteria may be eligible for admission after an evaluation of

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the following:

- Interview
- Work experience
- Written statement of goals

Other Criteria for All Applicants:

Three recommendations.

Deadline:

1 July for Fall/ 1 November for Spring/ 1 April for Summer

Hours: 30 semester hours with thesis; 36 semester hours without thesis

Required Courses:

General Requirements (3 s.h.)

FDN	5000	Research Methods	3
OR			
TEC	5000	Research in Technology	3

TEC Requirements (15 s.h.)

TEC	5119	Industrial Leadership, Organization, and Communication	3
TEC	5129	Project Management	3
TEC	5139	Technology and Culture	3
TEC	5670	Seminar	0
TEC	5809	Research and Development in Technical Areas	3
TEC	5909	Computer Uses for Industrial Research and Development	3
		SUBTOTAL HOURS	18

Professional Education Requirements:

HE	5630	The Adult Learner	3
AND			

HE	5440	Instruction in Postsecondary Institutions	3
OR			

HE	5420	The Community College	3
OR			

HE 5810/LHE 5810		Planning Educational Programs	3
OR			

HE	6090	Seminar in Developmental Education	3
		SUBTOTAL HOURS	6-9

Thesis Option:

TEC	5999	Thesis	3
Approved Elective (5000 level or above)		.....	0-3

(To be selected by the student in consultation with her/his graduate committee.)

OR

Non-Thesis Option:

Approved Electives (5000 level or above)	.....	9-12
(To be selected by the student in consultation with her/his graduate committee.)		

		SUBTOTAL HOURS	3-12
		TOTAL HOURS	30 or 36

Thesis: Optional

Proficiency: None required

Comprehensive (for the Thesis Option): Thesis Proposal (end of first year) and Thesis Defense. Students selecting the thesis option will select their thesis committee and defend their thesis proposal in a scheduled meeting. During the last one-third of the program and at least 14 calendar days prior to the last day of classes for the semester, there will be an oral defense of the thesis. Students writing a thesis should follow the guidelines and deadlines developed by the Graduate School in the THESIS HANDBOOK, as well as departmental guidelines.

Comprehensive (for the Non-Thesis Option): Core exam (end of first year) and Oral Presentation for Technical Competencies - Students selecting the non-thesis option will have a written and oral exam covering information from the core classes. During the last one-third of the program and at least 14 calendar days prior to the date the candidate receives the degree, there will be an oral presentation of technical competencies to the program committee.

Product of Learning: None required

Capstone/Capstone Experience: None required

Seminar: Full-time students are required to enroll in TEC 5670 (Seminar) for the first three consecutive semesters. Part-time students are required to enroll in TEC 5670 for one semester.

NOTE: Refer to the "General Notes for the Department of Technology" at the end of this departmental section, before the TEC course listings.

MASTER OF ARTS IN TECHNOLOGY EDUCATION+

Major Code: 546*/13.1309

Concentration: Secondary School Teaching (546S)[T]

The Technology Education Master of Arts curriculum includes knowledge, concepts, and experiences that help the student interpret and manage the requirements of education in a technological society. Emphasis at the graduate level includes instructional leadership and human relations skill development. A team-based problem-solving approach to course work and research is stressed. Field-based experiences in education are integrated into required courses. The program's aim is to assist candidates in becoming teacher-leaders who can help bring about school improvement and increased student learning.

Prerequisites:

Baccalaureate degree from an accredited college or university, and eligibility to hold teacher licensure in North Carolina.

Basic Criteria for Consideration:

(Undergraduate GPA from last 60 hours X 400) + GREV + GREQ = >2000

Applicants who have work experience but who do not meet the above criteria may be eligible for admission after an evaluation of the following:

- Interview
- Work experience
- Written statement of goals

Other Criteria for All Applicants:

Three recommendations.

Deadline:

1 July for Fall/ 1 November for Spring/ 1 April for Summer

Hours: 36 semester hours

+Advanced Licensure: Requirements for this degree were designed, and have been approved by the appropriate bodies at the state level, to meet the advanced competencies as mandated in the North Carolina Excellent Schools Act for Master-level teacher education programs.

Research Requirements:

FDN	5000	Research Methods	3
OR			
TEC	5000	Research in Technology	3
TEC	5809	Research and Development in Technical Areas	3
SUBTOTAL HOURS			6

Professional Education Requirements:

CI 5045/SPE 5045	Advanced Topics in Diversity..	3
FDN	5560	Classroom Assessment
PSY	5555	Advanced Educational Psychology
SUBTOTAL HOURS		9

Technology Requirements:

TEC	5139	Technology and Culture	3
TEC	5670	Seminar	0
TEC	5909	Computer Uses for Industrial Research and Development	3
OR			
CI	5630	Instructional Technology.....	3
TEC or CI Electives.....			12
(Must be at the 5000 level or above and chosen with the graduate advisor's approval)			
SUBTOTAL HOURS			18

Thesis Option:

TEC	5999	Thesis (will meet Product of Learning Guidelines)	3
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OR

Non-Thesis Option:

TEC	5525	Product of Learning	3
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		SUBTOTAL HOURS	3
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		TOTAL HOURS	36
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Thesis: An optional part of the Product of Learning

Proficiency: None required

Comprehensive (for the Thesis Option): Thesis Proposal (end of first year) and Thesis Defense. Students selecting the thesis option will select their thesis committee and defend their thesis proposal in a scheduled meeting. During the last one-third of the program and at least 14 calendar days prior to the last day of classes for the semester, there will be an oral defense of the thesis. Students writing a thesis should follow the guidelines and deadlines developed by the Graduate School in the THESIS HANDBOOK, as well as departmental guidelines.

Comprehensive (for the Non-Thesis Option): Core exam (end of first year) and Oral Presentation for Product of Learning - Students selecting the non-thesis option will have a written exam covering information from the core classes. During the last one-third of the program and at least 14 calendar days prior to the date the candidate receives the degree, there will be an oral presentation of the product of learning to the program committee.

Product of Learning: Required (may include thesis)

Capstone/Capstone Experience: Thesis or Product of Learning

Seminar: Full-time students are required to enroll in TEC 5670 (Seminar) for the first three consecutive semesters. Part-time students are required to enroll in TEC 5670 for one semester.

NOTE: Refer to the "General Notes for the Department of Technology" below.

GENERAL NOTES FOR THE DEPARTMENT OF TECHNOLOGY

A. Requirements for Admission to Candidacy:

1. Satisfactory completion of FDN 5000 or TEC 5000.
2. Completion of 8 s.h. of graduate course work with at least a 3.0 GPA.
3. Completion of an approved Program of Study which is filed with the graduate coordinator.
4. Students pursuing the Master of Arts in Technology Education with a concentration in Secondary School Teaching (546S)[T] must complete all requirements for licensure prior to completing the degree program.

B. Independent study courses are not to be taken before admission to candidacy is completed.

(For an explanation of the course prefixes used in the following list of courses, see the index.)

TECHNOLOGY (TEC)

TEC 5000. Research in Technology/(3).S.

A comprehensive study and practice of experimental research. The course covers the types, components, methods, and tools of research. The tools consist of statistical analysis, searching literature, data collection and publication of results. The student is required to perform and display a research project.

TEC 5119. Industrial Leadership, Organization, and Communication/(3).F.

Current principles of leadership, organization, and communication as they relate to industrial settings. Emphasis will be placed on the driving forces of change, change agents, and how to be successful managing the necessary elements of change for effective utilization of human resources. Case studies will be provided to study how successful companies are responding to the new demands of leadership, organization, and communication.

TEC 5129. Project Management/(3).S.

The study of management procedures, techniques, and practices in technical settings. A systems approach to managing processes and solving problems is emphasized. Topics include a variety of tools

and techniques that project managers use to achieve success, including economic analysis, basic statistics, decision trees, personnel costing, critical path method, and scheduling software. Students will use spreadsheets to employ many of these techniques. In addition, the course investigates personnel relations, leadership techniques, facility layout and design, just-in-time inventory, planning for expansion, and other management issues.

TEC 5139. Technology and Culture/(3).S.

A study of the complex relationships between culture, society, science and technology through selected readings, seminar discussion, written critiques and conferencing. Examples of these relationships will be taken from historical accounts and from analyses of contemporary societies, both industrial and non-industrial. Emphasis will be on the technical and sociocultural dimensions within the technical areas of energy and the environment, transportation, communication, and production systems.

TEC 5309. Computer Networking/(3).S.Even-numbered years.

An introduction to computer networking technologies is presented. The representation of information by analog and digital electrical signals will be discussed. Methods of modulation, multiplexing, encoding, and the transmission of information along the media will

be presented. Networking topologies, protocols, and in particular the OSI reference model will be presented. Software and hardware requirements for the implementation of Local Area Networks (LANs) will be emphasized. In particular, developing the skills needed for installation, troubleshooting, and optimization of networks will be the primary goal of the course.

TEC 5409. Technical Presentations/(3).F.Odd-numbered years.

A study and development of technical reports and presentations. Emphasis is placed on presentation production methods and materials including computer applications.

TEC 5500. Independent Study/(1-4).F;S.

Approved contract required.

TEC 5509. Technical Competency Development/(3).F;S.

Individual study and research in the technologies and rationale for procedures used in industry. Emphasis placed on new technologies. Projects will be based upon the technical competencies as determined by the individual concentration areas. A written proposal for the study must be approved by the supervising faculty member and graduate advisor. The student's study is to include a project with a written report as well as an oral presentation. Course may be repeated once barring duplication.

TEC 5512. Advanced Electronic Imaging/Cross Media/(3).F;S.

This course addresses advanced concepts and practices pertaining to digital electronic imaging. To include: advanced techniques such as color management, image adjustment, scanning, color correction, masking, edge selection, and special effects, as well as an in-depth application of problem-solving analysis in creating effective image compositions. Lecture two hours, laboratory two hours. Prerequisite: TEC 3702. [Dual-listed with TEC 4512.]

TEC 5525. Product of Learning/(1-3).On Demand.

Graded on an S/U basis.

TEC 5530-5549. Selected Topics/(1-4).On Demand.

TEC 5550. Color Reproduction/(3).F;S.

This course is designed to further the student's understanding of color reproduction as it relates to printing. Emphasis is placed on digital image creation, editing, color theory, quality control, production variables, densitometry, tone reproduction, color correction, gray balance and proofing materials. Prerequisites: TEC 3002 and TEC 5591. [Dual-listed with TEC 4550.]

TEC 5555. Contemporary Industrial Finishing/(2).On Demand.

Care and maintenance of finishing equipment; selection and use of spray equipment; preparation of the surface to be finished, staining and filling undercoating, top coating, oil finishes, application of simple and synthetic finishes. Lecture one hour, laboratory two hours. Prerequisite: TEC 2005. [Dual-listed with TEC 4555.]

TEC 5557. Manufacturing Production Techniques/(3).F.

The design, development, and mass production of a manufactured product. To include market survey, design selection, prototype construction, development of jigs and fixtures, implementation of process planning and control systems, and the actual production of a product. Lecture one hour, laboratory four hours. [Dual-listed with TEC 4557.]

TEC 5558. Digital Printing/(3).F;S.

This course allows students the opportunity to explore digital printing applications such as short-run color and variable data printing. Students will study digital workflows, file preparation, data management, preflighting, digital front-end systems, press operation and routine maintenance, as well as an in-depth application of problem-

solving analysis in managing variable data and multiple projects. Lecture two hours, laboratory four hours. Prerequisite: TEC 3702. [Dual-listed with TEC 4558.]

TEC 5560. Advanced Problems in Technical Areas/(1-2).On Demand.

Individual research. Areas to be determined by need, background, and interest. Prerequisite: must have been admitted to candidacy.

TEC 5565. Applied Furniture Design and Construction/(4).S.

The study of traditional and contemporary furniture, and its importance, design, and construction procedures. The student may design and construct a piece of traditional or contemporary furniture. Lecture two hours, laboratory four hours. Prerequisite: TEC 3025. [Dual-listed with TEC 4565.]

TEC 5566. Advanced Flexographic Printing Methods/(3).S.

This course addresses advanced concepts and practices pertaining to the flexographic printing process. To include: advanced techniques such as multi-color spot and process color printing, quality control, corrugated board, image distortion, die calculations, and coatings. Lecture two hours, laboratory two hours. Prerequisite: TEC 3012. [Dual-listed with TEC 4566.]

TEC 5573. Control System Technology/(3).S.

A detailed study of the architecture of modern programmable control systems. The course will include computation, machine representation of information, storage structures, buses, input/output interfacing, peripheral devices, and instruction codes. Theory to be reinforced by hands on experience. Some theory and practical experience in Programmable Logic Controllers (PLC) will be introduced. Lecture two hours, laboratory two hours. [Dual-listed with TEC 4573.]

TEC 5591. Advanced Offset Printing Methods/(3).F.

This course is designed to build on the basics covered in Graphic Communications I and Graphic Communications II and Electronic Prepress and Electronic Imaging. Students will gain experience in advanced techniques in electronic prepress, halftones, duotones, process color, process stripping and process press work. The class will meet for two hours of theory and four hours of laboratory. Prerequisites: TEC 3012 and TEC 3702. [Dual-listed with TEC 4591.]

TEC 5592. Advanced Screen Process Printing/(3).On Demand.

Advanced laboratory practice in transfer and direct photographic screen printing with emphasis on multicolor printing, cylinder printing and finishing techniques. Lecture one hour, laboratory four hours. Prerequisite: TEC 3012. [Dual-listed with TEC 4592.]

TEC 5608. Renewable Electricity Technology/(3).F;S.

This course will introduce students to the basic concepts, tools, techniques and materials needed to design and construct systems that convert solar, wind and hydro resources into electricity. Students will learn how to measure these renewable resources and estimate the power that could be produced from them. They will learn how to design and construct complete renewable electricity systems and become familiar with many contemporary products used in renewable electricity systems. The course will include classroom and "hands-on" design, construction and possibly some field trip experiences outside of class. Lecture two hours, laboratory two hours. [Dual-listed with TEC 4608.]

TEC 5609. Seminar in Career and Technology Education/(3).On Demand.

An overview of the historical development and current status of vocational education. Course content and assignments will focus on federal and state legislation; vocational funding; integrated learn-

ing; vocational student assessment; work-based learning; the current status and structure of vocational education; and other issues. Lecture three hours.

TEC 5618. Sustainable Building Design and Construction/(3).F;S. This course will introduce students to sustainability issues related to design energy and material efficient buildings that get the majority of their power from the sun. The course will explore a variety of alternative building materials and techniques such as straw bale, adobe, log post and beam, stress skin panel and geodesics. Other topics to be discussed will include site selection, sustainable community design, water conservation, and composting and recycling systems, waste reduction and indoor air quality problems and solutions. [Dual-listed with TEC 4618.]

TEC 5619. Curriculum Development in Career and Technology Education/(3).SS.

Planning and development of teacher- and student- directed activities that align with state curriculum models. Students will create instructional videos and a variety of computer- generated instructional materials for use in technology education and other career and technical education programs. Emphasis is also placed on assessment strategies and on locating, evaluating, and revising existing instructional materials including computer-based materials. Lecture three hours. [Dual-listed with TEC 4619.]

TEC 5622. Current Trends in Graphic Communications/(2).F;S. This course is designed to emphasize current trends, technical movements and problems as they relate to the future of the printing industry. Classes will focus on group discussions related to these and other current issues. Students will be required to refer to academic experiences, internship experiences and library skills to participate in discussions. [Dual-listed with TEC 4622.]

TEC 5628. Solar Thermal Energy Technology/(3).F;S.

This course will introduce students to the basic concepts, tools, materials and techniques needed to convert solar energy into heat. Specific technologies to be studied include solar cookers, solar dryers, solar water heaters, solar water pasteurization/distillation, solar greenhouses/coldframes, and some house heating systems. Students will develop skills in the use of tools, materials, and processes which effectively and efficiently capture and convert the sun's energy into thermal energy. The course will include traditional classroom and "hands on" design, construction and testing activities. Lecture two hours, laboratory two hours. [Dual-listed with TEC 4628.]

TEC 5629. Organization and Management of Career and Technology Education/(3).S.

Instruction and laboratory experiences in the organization and management of technology education programs, including: selection and sources of equipment and supplies; facility planning; safety organization and management concerns; scheduling; student evaluation; and discipline. Computer applications incorporated throughout. Lecture three hours. [Dual-listed with TEC 4629.]

TEC 5638. Contemporary Problems in Appropriate Technology/(3).S.

This course is designed to provide students with an overview of contemporary problems facing the Appropriate Technology movement such as affordable and efficient alternative energy systems, small scale production systems, waste management and recycling, bioregional development, community and shelter design and technology transfer methodology. Each student will have the opportunity to explore in-depth a problem of their choosing and will be given guidance in the identification, definition and analysis of their chosen problem. Both library research and prototype or model con-

struction will be required. Lecture three hours. Prerequisite: TEC 4608 or permission of the instructor. [Dual-listed with TEC 4638.]

TEC 5639. Career and Technical Student Organizations/(3).F;S.

An in-depth study of career and technical student organizations (CTSOs) and how to organize and manage a local chapter. Related activities such as service learning, establishing an advisory board, and career planning will also be covered. Lecture three hours. [Dual-listed with TEC 4639.]

TEC 5660. Instructional Strategies in Career and Technology Education/(3).F.

The study of instructional strategies appropriate for use in trade and industry (grades 9-12) and technology education (grades K-12) classrooms. Class discussions will focus on learning theory, design-based instruction, and standards-based instructional planning. Students will prepare unit and lesson plans, prepare and deliver presentations and demonstrations, and engage in K-12 classroom-based observations. Lecture three hours. [Dual-listed with TEC 4660.]

TEC 5670. Seminar/(0).F;S.

Required of all graduate students. Students will be required to attend all departmental seminars while enrolled as full-time students. Graded on an S/U basis.

TEC 5708. Building Science/(3).F;S.

This course introduces students to the complex ways in which buildings actually interact with their environment. Particular issues include how moisture problems occur, how to protect building occupants from poor health due to indoor air quality, how to prevent building durability problems, and how to provide more energy efficient and comfortable buildings for clients. The course shows students how to use diagnostic equipment, such as blower doors, duct leakage testing devices, indoor air quality measurement devices, and air flow detection equipment. The course also emphasizes translating technical materials into concise written reports, as well as comprehensive written reports. Graduate students will be required to conduct additional research on their course project and have additional assignments of building science diagnostic testing. Prerequisites: TEC 2708, MAT 1020 or higher, or permission of the instructor. [Dual-listed with TEC 4708.]

TEC 5709. Forecasting and Assessment of Technology/(3).On Demand.

This course examines three main subjects: 1) Methodologies developed to forecast technological growth, including economic analysis of emerging technologies. 2) Procedures and methods for assessing the impact of technologies on the economy, the environment, and society. 3) Societal issues regarding both technological growth and studying the future of technology.

TEC 5718. Construction Management/(3).F;S.

This course will introduce students to the mechanics of starting and managing a construction business. Organizational structures, required licenses, taxes, codes, permits, advertising, personnel management, customer relations, scheduling, accounting, insurance and financing will be addressed. Special attention will be given to the use of computer software, such as spreadsheets and scheduling programs, for construction management activities. Students will study construction management and personnel issues and will include budgeting and cash flow analysis using computer software for their final project. Prerequisites: TEC 2708, MAT 1020 or higher, or permission of the instructor, and basic knowledge of computer word processing, Internet procedures, and spreadsheets. [Dual-listed with TEC 4718.]

TEC 5721. Commercial Building Design/(3).F;S.

This is an advanced level course exploring the broad field of architectural building design. It investigates the details of buildings, from structural elements to decorative components. Students have the opportunity to learn a variety of design development techniques, including manual drafting, sketching and rendering, computer-aided drafting and design (CADD), and model building. Required course projects include a full set of construction drawings for a commercial building using CADD software, as well as a rendering and model of the building. Students will also research and prepare a detailed report on a historical or current topic in architecture. Prerequisite: TEC 3021. [Dual-listed with TEC 4721.]

TEC 5809. Research and Development in Technical Areas/(3).F.

Investigation and experimentation with contemporary processes, materials, and techniques to improve technical areas. Emphasis is on recent technological advances.

TEC 5900. Internship/(3-6).On Demand.

A guided practical experience in an industrial or business setting. No more than three hours can be applied to a graduate program of study. Graded on an S/U basis.

TEC 5909. Computer Uses for Industrial Research and Development/(3).F.

A seminar/laboratory course with a common core of technical experiences and topics related to computer applications. Designed to allow for research and development activities as well as individual experimentations within the specific needs of individual students. Seminar two hours, laboratory two hours. Prerequisites: TEC 1001 and TEC 2803 or equivalents.

TEC 5989. Graduate Research/(1-9).On Demand.

This course is designed to provide access to University facilities for continuing graduate research at the master's and specialist's levels. Graded on an S/U basis. TEC 5989 does not count toward a degree.

TEC 5999. Thesis/(2-4).On Demand.

Graded on an S/U basis.

Department of Theatre and Dance

Raphael (Ray) F. Miller, Chair and Professor
Ph.D., University of Oregon

Marianne Adams, Professor
M.F.A., University of North Carolina at Greensboro
Expressive Arts and Dance

The Department of Theatre and Dance does not offer a graduate program. The following courses are used to complement other graduate degree programs.

(For an explanation of the course prefixes used in the following list of courses, see the index.)

THEATRE (THR)

THR 5500. Independent Study/(1-4).F;S.

THR 5530-5549. Selected Topics/(1-4).On Demand.

DANCE (DAN)

DAN 5460. Somatics/(3).F.

This is a survey course exploring several different approaches to body-centered learning. A broad overview of current conditioning and therapeutic bodywork methods will be introduced and explored. The course will be lecture and experiential in nature. [Dual-listed with DAN 4460.]

DAN 5480. Pilates Conditioning II/(2).F;S.

A second level study of the Pilates method, based on the concepts of centering, concentration, control, precision, breath and flow. This course will introduce the equipment and the apparatus developed by Joseph H. Pilates. May be repeated one time for credit. Prerequisite: DAN 3480 or permission of the instructor. [Dual-listed with DAN 4480.]

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